SOME DEFECTS AND MERITS IN THE EDUCATION OF WOMEN IN MISSOURI

An Analysis of Past and Present Educational Methods and a Proposal for the Future

by

LUCINDA DE LEFTWICH TEMPLIN, A.B., B.S., A.M.

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

in the

GRADUATE SCHOOL

of the

UNIVERSITY OF MISSOURI

1926

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DEDICATION

TO MY MOTHER

WHOSE SACRIFICES MADE POSSIBLE

MY EDUCATIONAL OPPORTUNITIES

PREFACE

A sociological survey of the higher education of women in Missouri is necessarily complicated by the large number of educational institutions of various types in the State which admit women. In this study the author has included five theory chapters to introduce the survey of particular institutions. Since the total number of colleges is large, certain institutions had to be omitted from the survey. In omitting a discussion of these colleges no vital factors which affect the higher education of women have been ignored.

The author wishes to express her indebtedness to the Presidents of the Missouri colleges, who were uniformly generous in supplying data, and to many members of the Faculty of the University of Missouri, who made helpful criticisms and suggestions. She particularly desires to thank Professor Jonas Viles for his valuable criticisms, and Professor A. F. Kuhlman, who has read the entire manuscript and made many suggestions and criticisms. The writer is also indebted to Professor Charles A. Ellwood, who directed this study, and by his interest and assistance made its completion possible.

INTRODUCTION

In this Sociological Survey of the Higher Education of Women in Missouri, an attempt has been made to indicate in a broad way the factors which have influenced the origin and development of the higher education of women in the State.

Students of this problem must recognize the importance of cultural and social conditions and must realize that customs and the traditions are complex and very difficult to change. Because of these complex conditions in Missouri the movement for the higher education of women was retarded until after 1870.

Nevertheless, prior to this date there was a distinct and growing movement in Missouri for the provision of educational opportunities for women. This movement in Missouri really antedates the similar agitation which was developing in the East.

In order to understand the difficulties of the situation in Missouri the reader must carefully study the problem of the socialization of the education of women. It is only by frankly facing the existing conditions and by recognizing the defects of the present situation that improvement can be made. To help clarify the problem a definite curriculum for women is suggested. The writer does not believe that this suggested outline of courses is necessarily the final one. She believes, however, that the one way to determine this practical course of study for women is to begin with a definite curriculum and to make changes, as weaknesses are indicated by actual trial and testing. Theorizing is interesting, but little progress can take place until various programs have actually been tried.

One of the most significant factors of the higher education of women in Missouri has been the origin and development of the denominational colleges which are exclusively for women, and the subsequent growth of the junior colleges for women in Missouri. The State University has played a conspicuous part in this development of fully accredited junior colleges. One commendable feature of the movement has been the interest and cooperation which has been given by members of the University Faculty. It must be remembered that these duties have in a large measure been added to already full schedules of classes, and that these men have given a great amount of time to the work.

At the conclusion of this discussion of the junior colleges, a brief discussion of the technique of support in included. This problem of competition among the colleges for women is analogous to the present competitive situation in the commercial world. If the colleges can adopt a code of ethics governing this situation, conditions may be bettered.

The inclusion of case studied of the different types of colleges in the State which admit women is for the purpose of indicating:

a. The various types of colleges which now admit women;
b. The distinctive features of these colleges;
c. The problems involved in the administration of these types of educational institutions.

Although only one college of each type is discussed, the omission of others has not in any way resulted in the omission of factors which are of importance to a clear understanding of the problem of the higher education of women in Missouri.

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PART ONE
CHAPTER I

THE CULTURAL AND SOCIAL BACKGROUND OF THE EDUCATION OF WOMEN IN MISSOURI

An intelligent understanding of the evolution and the development of any educational system presupposes that we familiarize ourselves with the "social soil"; that is, the cultural and social conditions into which the system emerged. This "social soil" constitutes the situation which gives birth to and colours, if it does not actually control or condition, the development that takes place. Thus, to understand the beginnings, the early development, and the growth of the education of women in Missouri, a brief discussion, covering the cultural and historical setting of early Missouri, is outlined by way of introduction. The facts presented indicate clearly the existence of a conflict of culture and traditions which have had a controlling influence upon the movement of education for women in Missouri.

Some one has likened the conflict of cultures to two great glaciers which come together and grind one against the other, neither of which is at once wholly submerged, but both of which are mutually affected. The conflict of cultures in Missouri was due to the heterogeneous character of the population and also to the location of the State. While the geographical location of Missouri was later considered advantageous, in the latter part of the eighteenth century this was really a disadvantage. Since Missouri was isolated from the Atlantic seaboard, it was difficult to bring in new ideas, for the reason that the means of transportation were undeveloped. Travel was hard and communication was largely local. Naturally old traditions were retained, and the development of education was retarded.

Education has been said to be a "force which conserves culture from one generation to another; that is, education in a very broad sense, as the learning which takes place outside the school room as well as inside."[1] One of its functions, therefore, is to acquaint the young with the existing culture. This is in reality a difficult process, as any attempt to change the culture of a people is usually resisted. Individuals are thus forced by some sort of social pressure and fear of ostracism or punishment to abide by the existing folkways and rules. This psychological fear is a factor in human beings which tends to cause them to resist change. This is one reason for the use of the phrase, "Let well enough alone."[2] This resistance to change is nowhere more apparent than in the educational world. Because of conservative conditions in Missouri, there was much conflict of cultures at the beginning of the twentieth century. The numerous writings of Professor Charles A. Ellwood clearly show that changes in culture are difficult in a society with a heterogeneous population. In Missouri, since there were many classes and groups, the need for change in culture was usually recognized or felt by only one class or group, although changes must be effected by society as a whole.

Role of French and Spanish Cultures

Spain was first in the colonization of America. The Spanish regime in Missouri lasted from 1768 to 1801. Its influence was most apparent in civil and religious matters, as the Spanish officials and the priests controlled both business and local affairs. Life during the Spanish era was easy and uneventful. A Commandant was in charge of each post and settled promptly all matters of controversy. Settlers

(1) Ogburn, *Social Changes with Respect to Culture and Original Nature*, p. 179.
(2) *Ibid*, p. 180.

were protected in their rights; no taxes were levied, no fees were paid to lawyers; and the people were happy and contented. This contentment existed in spite of the fact that the Catholic faith was the State religion. Baptism and marriage ceremonies were not considered legal unless they were performed by a Catholic priest. No public worship except Catholic was permitted, and each immigrant who received a land grant from the crown was required to be a good Catholic. These religious requirements, however, were usually evaded, and Protestant families settled in the district and were undisturbed in their religious faith.[3] In all Spanish Colonial history there was no administration of government that was so dependent on the consent of the governed as that which prevailed in St. Louis; and in no place was the spirit of tolerance so universal.[4]

Under Spanish rule, the schools in the French settlements were closely connected with the church. By 1820 every little town in the State had its teacher, who was usually a man of intelligence, but one who could not easily adjust himself to frontier life. These teachers seldom stayed long in any one town. They announced that they accepted pupils at fixed rates. In 1815 one teacher advertised that he followed the Lancastrian system, while another at Ste. Genevieve professed to follow the principles of Pestalozzi.[5] In the meantime a number of academies, which were permanent organizations and usually supported by prominent citizens in the community, were founded. These academies had fixed charges for instruction.[6]

St. Louis was founded in 1764 as a headquarters post for the Missouri river fur trade. The persons so engaged were largely French, because of the fact that the Spanish settlers were few in number and almost wholly confined to the military classes.[7] Many of the French settlers who had moved into Missouri from Illinois, were of a different type from the American pioneers who came a little later. The French lived an easy, simple life. "Being in a remote country, there were few objects to urge to enterprise, few occasions to call forth and exercise their energies. The necessities of life were easily procured, and beggary was unknown. Hospitality was exercised as in the first ages—there were no taverns." Ambition soared far hence for here there was no prey. "Judges, codes of law, and prisons were of little use, where such simplicity of manners prevailed, and every one knew how far to confide in his neighbor."[8]

An early writer, in describing these French, said that, notwithstanding they had been so long separated by an immense wilderness from civilized society, they still retained all the suavity and politeness of their race, and it was a remarkable fact that the roughest hunter and boatman among them could at any time appear at ease in the ball room or other polite society with the carriage and behavior of a well-bred gentleman. The French women were said to be remarkable for the spriteliness of their conversation and the grace and elegance of their manners.[9] Some of these French were persons of means and were able to live at ease. In spite of frontier conditions they maintained quite an intimate commercial and social relationship with France and Paris. They wore for their better clothes goods of French importation and followed the French fashions at much shorter interval than that which separated the modes on the Atlantic seaboard from those across the ocean.[10] Some

(3) Schraf, *History of the City of St. Louis*, Vol. I, p. 299.
(4) *Ibid*, p. 77.
(5) Viles, *Missouri in* 1820, p. 46, in the *Missouri Historical Review* Vol. XV, Oct., 1920, p. 36.
(6) A brief account of the early academies appears on page 18
(7) *Ibid*, p. 41.
(8) Breckenridge, *View of Louisiana* (1814), p. 135.
(9) Schraf, *History of the City of St. Louis*, Vol. I, p. 187.
(10) *Ibid*, p. 313.

of these older French families, in St. Louis particularly, maintained a certain social exclusiveness for a generation of more.

Streams of Culture Infused from the South and East

Although the French and Spanish had come earlier, at the beginning of the nineteenth century, Missouri was essentially a frontier community. Immigrants were pouring in from Kentucky, Virginia, Tennessee, and the Carolinas.[11] Slavery had been introduced by the earliest French settlers in 1719.[12] As a result the social and economic conditions resembled those of the South[13], where many of the traditions from the eighteenth century still survived. Consequently, there was a conflict of traditions between the Southern and Eastern cultures. In 1820 the population in Missouri included about 56,000 whites and 10,200 negro slaves.[14] The State was sparsely settled, the average density being only one person to a square mile. Missouri being the most Western state,[15] the country beyond was unsettled and little explored.[16] Life in Missouri, therefore, had every characteristic of that of a frontier community.[17]

The majority of these Missourians were of the log-cabin pioneer type, yet among them were some farmers who had accumulated wealth. The well-to-do class was the owner of the slaves.[18] Thus, we have, in the early development of Missouri, the mingling of distinct cultures of the French, Spanish, East (a few settlers had come in from the East) and the South, as well as that of the frontiersmen. The latter were often disorderly, given to drink, Sunday desecration, fighting, speculation, and raids on the Indians. They were also illiterate, since many of then could neither read nor write.

The pioneers brought with them their educational, economic, and social ideas. The situation was further complicated by the fact that this heterogeneous population represented various religious denominations. The interest groups of these Missourians included political affiliations, religious sects, and economic classes, as well as cultural associations. Various cultures were fused with others which were often antagonistic, a circumstance which resulted in conflicts of cultures and definitely hindered the establishment of any one predominant culture.

Another complication was that the various individuals were not members of merely one group, but of many. This, of course, required that individuals adapt themselves to the customs of their group. Adaptation to new conditions was difficult because these pioneers brought their own traditions with them. In order to understand the development of the higher education of women in Missouri, we must consider such a psychological aspect of the diffusion of culture as that mentioned above.

These pioneers, coming in their jolting wagons over a mere pretense of roads, could not bring much furniture with them, and what they had was home-made, rude, and plain. Hunting was a business, not a sport. When wolf-scalps brought a dollar apiece, and land cost two dollars an acre, some hunters could earn enough to buy a farm in a few months. These pioneer people married young and had none of the ceremonial and consultations "*des parents*." "The couple made their own bargains

(11) Stipes, *Gleanings in American History*, p. 212.
(12) Switzler, *History of Missouri*, p. 143.
(13) Viles, *op. cit.*
(14) *Ibid*, p. 37.
(15) Violette, *History of Missouri*, p. 80.
(16) Missouri was the first State west of the Mississippi to be admitted to the Union.
(17) Viles, *op. cit.*
(18) *Ibid*, p. 29.

and announced their intentions, got a license and a squire or a preacher; then there was dinner which the wedding ceremony preceded, and an infaring, the neighbors coming together to build the young folks a cabin. There was much cooperation in pioneer society—it was 'help me and I will help you,' at log-rolling, house-raising, wood-chopping, corn huskings, and rail splittings. All turned out if a child was lost; everyone went to a funeral, camp meeting, county court, political barbecue, and to public sales and vendue."[19]

"Hospitality was the dominant impulse of Missouri's social customs and usages. 'Light and tie, Mister, the latch string's out', was never an empty form of words as the weary traveler found, be he priest, peddler, circuit rider, agent for ague pills, pelt hunter, or mere explorer. . . . It was only after the guest declared that he 'couldn't eat another bite' that it was proper to fill up the corncob pipes, reverse the little brown jug and ask eager questions concerning the outside world. Occasionally, but not as a rule, the hostess joined in the conversation, and, if she made the excuse that her hollow tooth needed the soothing effects of nicotine, joined in the smoking. The children, according to the old time admonition, were seen but not heard—except in giggles. . . . When the whippoorwills ceased marking the time and the owls began, it was the host that suggested that 'we men folks better step out of doors a minute and let the women get to bed.' On the return of the men, they found the tallow-dip extinguished, but by the glow of the fireplace they could discern the pallets of the family spread out on the floor and the one bed reserved because of its tick of feathers, hay or shucks—for the weary traveler."[20]

Although the majority of the pioneers in Missouri were uneducated, it is also true that many of those from the South and the East brought with them the traditions and cultures of educated persons. Some of them were refined, intelligent and interested in education.[21]

The Role of Professionalism

Among these early settlers from the South and East were professional men of considerable ability, who located in the towns and villages. Several of the physicians had come from the East and rose to high positions in politics and society. The Territorial Judges were men of unusual ability and education. In the group of young lawyers in St. Louis were several college graduates. There were a number of private libraries, and two attempts were made to establish a public library in St. Louis before one was actually organized in 1820. The Missionary ministers were usually from the East and were men of training. Two of them, Peck and Flint, wrote valuable accounts of their experiences in Missouri. On the whole the intellectual interests were further advanced than the state of economic development would lead one to suppose.[22]

The Preponderance of Masculinism in the Eighteenth Century

In the eighteenth century, Missouri was really a man's world. This was largely due to the fact that under pioneer conditions the activities of women were confined to the home and that men greatly outnumbered women in these pioneer days. Household tasks required all the time and energy of women, for they spun flax, carded wool, wove and dyed the cloth, and made all the clothes for the entire family, in addition to the ordinary labors of the household. The men did the tilling, tanning,

(19) Owen, *Social Customs and Usages in Missouri During the Last Century*, in the *Missouri Historical Review*, Vol. XV, Oct. 1920, p. 179.

(20) Owen, *op. cit.*

(21) Violette, *History of Missouri*, p. 82.

(22) Viles, *op. cit*, p. 47.

shoe making, and out of door drudgery. Women were barred from participation in public life and from the University. The general opinion was that, if it came to a choice between coeducation and no education, the latter would be preferable.

The Origins of Education in Missouri—The Village Priest Schools

The development of the privately owned institutions of learning in Missouri antedated by many years the establishment of a public system of education. It has already been indicated that the beginning of education in this State may be traced back to the Spanish-French period of Missouri history. These early schools were closely connected with the church, the educational work being in charge of the village priests. The work was elementary in character and was largely confined to a study of the three R's and to church history.

Southern Tradition and Private Education

The early settler of the Anglo-Saxon era came from the Piedmont valley and from Pennsylvania, southward, and by 1800, many settlers were coming from Kentucky and Tennessee.[23] These early settlers were largely Protestants and called themselves "Americans", in contrast to the Spanish and French, who had come earlier. Thus, there were in Missouri, as has already been indicated, different types of culture which continued to be more or less antagonistic as time went on. It was natural that these "Americans" should desire the education of their children to be in the hands of Protestants.[24] An interest in Protestant education was created, along with the existing preference for parochial instruction.

The academies or parochial schools had already been established and were maintained either by private individuals or by the church. These private institutions were preferred, not because they provided superior instruction, but because they were private; and hence, had a restricted patronage. Such schools were held in high esteem prior to the Civil War.[25]

Obviously, many of the early settlers in Missouri came from the South and brought with them aristocratic ideas and many conservative traditions, both of which included the idea that education was a family and private matter. In the South, tutors were provided in the home, and later, the boys were frequently sent East to private colleges. These sons of the well-to-do entered West Point, Annapolis, or one of the well-known colleges. The Southern girls were usually sent to small private academies or finishing schools where the emphasis was laid on training in the accomplishments or ornamental courses. It was natural, then, that these Southerners in Missouri should favor private rather than public education.

In Missouri, in the communities in which the settlers were largely from the South, a governess was engaged who was a cultured woman and taught the usual elementary subjects. The governess was considered a member of the family and was paid from ten to fifteen dollars a month. Frequently two or three families shared her services sending all the children to the school. Usually the parents had some ideas about the education of their children, and directed the teaching. This custom of employing a governess was continued among the wealthy families until after the Civil War.[26]

By 1804 the Americans were moving into the new country, and those of Protestant faith were anxious to have the education of their children in the hands of Protestant teachers. Although the village-priest schools were continued, Protestant

(23) Viles, *op. cit*, p. 43.
(24) *Ibid.*
(25) Violette, *op. cit.*, p. 53.
(26) Phillips, *A History of Education in Missouri*, p. 4.

ministers and school teachers began giving instruction in the towns and even in the scattered settlements of the interior. Thus a little later we have the coming in of the Subscription school. The general feeling was that the education of the masses should not necessarily be provided by the State. The policy advocated was that the provision should be made by private gifts for the erection and maintenance of academies where the children of the well-to-do could be educated. Only elementary subjects were taught in the early schools. In a few cases, however, the languages were added to the curriculum. In the schools for girls, which came later, the so-called "graces" were added.[27] The first private school for girls west of the Mississippi was established about 1790 by Mme. Rigauche. This was a French school and was located in St. Louis. The curriculum included the elementary subjects, music, languages, and the "graces." Tuition was charged.[28]

Graces and Accomplishments (for the home) Dominating Ideals in the Education of Women

Since the activities of women were restricted to the home, the educational ideas emphasized training in ornamental courses. The women's colleges and academies were attempting to provide training which would prepare women for home life. The so-called "graces" and ornamental courses, as music, dancing, embroidery, wax flower making, etc., were taught. Finally the singing school and spelling bees (which both boys and girls attended) were remanded to oblivion by what was characterized as the "piano epidemic."[29] "Every girl had to have a piano, which she played if she could and thumped if she couldn't—to the intolerable anguish of sensitive ears and the anathemas of mothers who sought vainly to put the children to sleep. It is not known definitely what benefactor shut those old square pianos and littered their covers with china painting and decorated rolling pins, and other undecorated kitchen utensils." This training in the "graces" was considered adequate for the women of that period. It will be shown in the following chapters how this idea of an ornamental education for women persisted in Missouri.

Subscription Schools

One of the earliest types of private educational institutions in Missouri was the Subscription School. Where these schools were started, the families in the community employed a teacher and paid him in proportion to the number of children sent by each family. In addition to fees the teacher was boarded around for a week or two by each family that sent children. The school was usually conducted three or four months in the winter, and it was not unusual for another session of two or three months to be held in the spring so that very small children could attend.[30] This plan was used until 1839. Frequently the school was conducted at the home of the teacher. Sometimes the men in the community got together and built a log school house. Schools of this type spread over the State, and, as pioneer families moved in to the interior, they made provision for a school in the new settlement.[31] These Subscription Schools were closely followed by the academy and seminary where the course of study was similar to the present high school course.

The Academy Movement

The academy movement came from the East and traveled West through Ohio, Indiana, and Illinois, and finally reached Missouri. In Missouri there were many

(27) Davis and Durrie, *History of Missouri*, p. 39.
(28) Shoemaker, *Missouri and Missourians*, p. 327.
(29) Owen, *op. cit.* p. 179.
(30) Phillips, *op. cit.* p. 3.
(31) Fair, *Public Administration of Education in Missouri*, p. 85.

elements which led to the establishment of these private schools. The poverty of many of the people, the diversity of the elements of the population, the constant fear of the Indians, the lack of social development, the isolation of the people, and the lack of good roads were the more important causes. Many of the settlers did not believe in public education, so the demand here for education was the same as in the other Western states. The people were democratic and all had the same social standing. The children of the rich and the poor attended the same social gatherings. The academies were open to all alike.[32] It must be remembered that the people in Missouri at this time were not generally educated. Often the most influential men could neither read nor write. The old legal records show a large proportion of the signatures made with a mark. There was, however, perhaps as large a proportion of well educated persons then as now, but the mass of the people was not so well versed in the rudiments of education.[33] These pioneers made an effort to teach their boys to "read, write and cipher," but little attention was paid to the education of girls. Woman's sphere was thought to be in the home and, "when a girl knew how to cook, wash, spin, weave, attend her domestic duties, and read the simpler chapters of the Bible," her education was complete.[34] "Now and then some pretentious pedagogue with the title of 'Professor' and pretending to be able to impart a knowledge of most of the languages and all of the sciences, would straggle into a community and teach a three or four months subscription school in some disused cabin, hastily furnished with split log benches and puncheon writing desks. To this 'Academy' the youth of the community would be sent to study a little, and play a great deal more, while the teacher slept away the effects of a too free intercourse with his whiskey bottle, for they all drank freely. The celerity with which they claimed to be able to impart a classical education was truly astonishing. A few months was sufficient to master the intricacies of the English language; Greek, Latin, and Hebrew could be forced into the dullest intellect in a dozen lessons."[35]

"Some of these teachers added the profession of clergy to that of pedagogy and asked a blessing over their whiskey punches, while they quoted Hebrew in the most astonishing manner in support of their peculiar dogmas, and to the profound admiration of the wondering pioneers. With this class of teachers and with so great a lack of educational facilities, it is no wonder that many of the children grew up in comparative ignorance. But happily they all, by some means or other, acquired a high appreciation of the advantages of a good education, and, as soon as they were able, built school houses, employed competent teachers, and sent their children to school."[36]

In the Middle West and particularly in Missouri the question of secularization was an important fact which led to the establishment of many academies. The founding of Catholic schools was not due to any religious prejudice—the main desire was to give religious education. There seems to have been no great desire on the part of the Catholics to spread knowledge generally, but there was an intense interest in furthering the influence of the church. Some of the earliest academies were founded by members of the Catholic faith. This fact led directly to the establishment of other institutions. Protestants were not willing to send their children to academies

(32) Barton, *The Academy in Missouri*, p. 13. (Unpublished manuscript in the Library of the University of Missouri.)

(33) Bryan & Rose, *Pioneer Families in Missouri*, p. 74.

(34) *Ibid.*

(35) *Ibid*, p. 74.

(36) *Ibid*, p. 75.

which were under the control of the Catholics, or Protestant denominations other than their own; consequently various churches established their own schools.

In some cases these educational institutions were called seminaries, institutes, or academies. There seems to be no distinction between them, so that an academy may be defined as an institution of learning which was supported from private or state funds and was used as a preparatory school for higher education.[37] The earliest academies were for boys only and many were established by special acts of the Missouri Legislature.[38]

Although these early academies were maintained for boys, often girls were admitted on the condition that the funds would justify the expense of more teachers and larger seating capacity.[39] Some of the earliest ones provided for the education of women by requiring the Board of Trustees to establish a female department when the funds would admit.[40]

Other academies were unchartered by the Legislature and were established during the time when the greater number of chartered institutions were founded, 1849-1861. During these years seven or eight such schools were opened. A few of these academies changed to colleges, but the greater number ceased to exist.[41] These chartered academies were in many cases given broad powers. In 1865, the General Assembly passed a "General Act of Incorporation," so that after that date no special charters were granted.[42]

The real contribution to the academy movement was that it advanced the education of women. In the last decade before the Civil War, women were being more generally employed as teachers. They needed training and this brought the academy into greater prominence, since there were no normal schools to give the training.[43] As social conditions in the new State became more complex, there developed a generally recognized need of education and a desire to give children better educational opportunities.[44] This step paved the way for the great increase in the number of academies which were established from 1820-1865. During this time a total of 626 educational institutions were established in Missouri.

The Influence of the Civil War on Education in Missouri

Because of the fact that the majority of schools and colleges in Missouri were closed during the Civil War period, it is usually stated that "the war seriously interfered with the development of education." On the contrary, the writer believes that the Civil War did much to further the educational development. The rush of new ideas from the North and East brought into Missouri a new social order and cleared away class distinctions, which are always fatal to public education. The old snobbishness, which, in the past, had helped to build up a so-called aristocracy, was swept away. Missouri was stirred in a progressive way which tore the people loose from their old traditions. This result could be obtained only by a great crisis which forced all the people to pool their interests, to forget their differences, and to fight for a great cause. After the close of the war, the State was impoverished and had to

(37) Barton, *op. cit.* p. 16.
(38) *Laws of Missouri*, 1825, Vol. I, p. 71.
(39) Barton, *op. cit*, p. 31.
(40) *Laws of Missouri*, 1825, Vol. I, p. 71.
(41) Barton, *op. cit.*, p. 42.
(42) *Laws of Missouri*, 1866, p. 69.
(43) Barton, *The Academy in Missouri*, p. 67.
(44) Brown, *The Making of Our Middle Schools*, p. 186. The writer compiled a list of private educational institutions in the State from 1815-1925 and found that number totalled 626.

break loose from the old Southern traditions of education. This change was partly due to the fact that physical conditions do affect economic and social conditions.

The old traditions that girls must be sent East to be educated was now economically impossible. The value of democratic public schools was apparent, and only after the war was it possible to develop a real State system of education. It took years, however, for the change in attitude to become accomplished. Even in Columbia, the idea persisted for years that the public schools were for those who could not afford to attend a private institution. This tradition is shown by the fact that the young boys of the old families were sent to Stephens and Christian Colleges, rather than to the public schools for their preparatory work.

Inferiority of the Educational Opportunities of Women

In the early part of the nineteenth century, the usual school education of women was of the most shallow type, and emphasized running the house in the traditional manner. Training to be socially agreeable was considered essential. The training included among other things playing the harpsichord, dancing, "manners and morals," embroidery, a smattering of something which passed as French, and elementary training in the three R's. Protests against this type of "education" came from both men and women. The theory that women were intended to be more than housewives and social entertainers finally developed and gained in popularity. At this same time, collegiate education for men was already an established custom in the Eastern and Southern states, but because of numerous complex causes, the opportnities for women were inferior to those provided for men. The more important of these causes were:

1. *Biological Causes.* Since women were destined by Nature to be the mothers of the race, it was necessary that the work of women should center around the tasks of maternity. In primitive times, woman found her primary function to be the bearing and rearing of children. The population was being constantly depleted by war and the high child mortality. The constant renewal of the race by birth was imperative.[45] The fact that the social function of women in the past lay in the bearing and rearing of children had an inevitable effect upon her life. She was tied to her home and its immediate vicinity. The biological function of woman first determined the character of her work in the home.[46]

2. *Differentiation of Labor.* In the course of time, sex division of labor came to be regarded as a divine law, not as a product of social conditions. At the same time there was no realization on the part of society of the great importance and value of these activities in the maintenance of social life and the furtherance of its ideal ends. The men did the work outside the home, while the women did all the work in the house; prepared the food, made all[s] the garments for the members of the family and took care of the sick. Woman's task fell more and more within doors, and because a woman's sphere was so restricted there was no recognized need of her educational development. Family life, industrial life, and the whole complex superstructure of social life were dependent upon her productive labor. For long centuries, industries centered wholly in the home; and even after the partial breaking down of the domestic system, the housewife was still an important function in economic life. It must be conceded that the woman of the past had an enormous economic value.[47]

3. *Woman's Narrow Outlook.* Under these conditions it was natural that

(45) For the entire discussion of the education of women, see Goodsell, *The Education of Women.*
(46) *Ibid,* p. 4.
(47) *Ibid,* p. 4.

woman's outlook was narrow and that she saw things only from the personal point of view. It has been said in an earlier section that the eighteenth century was dominated by masculinity and that woman was given little opportunity to express her personality outside her home. "Her environment was narrowly personal, and it is no wonder that she failed to develop in any large degree those social qualities which are so essential today. When any human being's powers are detached from a broad, social setting and are required to develop in a limited personal field, they reveal the cramping effects of the restrictions that have been imposed upon them, and women have proved no exception to the general rule."[48]

4. *Disdain of the Mental Ability of Women.* It is not surprising that men should view with disdain the "female" who had been so restricted by social circumstances, and that they early decided that women were inferior to themselves in all the higher intellectual, social, and moral qualities. Since women were mentally inferior, men argued that they should be "kept in strict subordination to fathers and husbands, and rarely, if ever, allowed to taste a liberty which they would surely abuse. The ideal through the ages has been a modest, docile, clinging creature, trained in the home-keeping arts, with physical charms to compensate for an empty mind, and with unlimited capacity for self-immolation."[49] It followed that education of an intellectual sort played but a small part in woman's life. The natural result of this custom has been that women have been among the most powerful conservative forces in social life.[50]

This intolerant attitude toward the mental ability of women had a very important effect upon later history of the education of women. It was directly responsible for the insistence of M. Carey Thomas and other educators that the curriculum for women must be identical with that for men, and thus furnish an opportunity for women to prove to a doubting world that they are capable of successfully completing a collegiate course. One result of this insistence has been that any attempt to organize a distinctive curriculum for women has been stoutly resisted by both men and women educators. In discussing this question of differentiation of education for women, Ex-president Charles W. Eliot said, "It used to be said that the health of college women could not stand the strain of a college course, that their morals and manners would suffer by daily contact with men, that their mental ability would be inferior. Having shown the falsity of all these statements, it would appear that women might spend some energy in developing courses of study of particular interest to themselves."[51] While this statement was made several years ago, no distinctive course of study has been accepted for women.

All of the above factors were important in hindering the development of any concerted action for the provision of adequate educational opportunities for women. In spite of the seeming retardation of the education of women in Missouri, it is not to be assumed that the State was so far behind other sections of the country in providing some educational opportunities for women. A general interest in education slowly developed and led to the establishment of a State system.

Education a Matter of State and Community Concern

The establishment of new settlements in Missouri meant the organization of new schools, and resulted finally in the rise of the district system of education, and ultimately in a State supported system. The evolution of this ideal was a result

(48) *Ibid*, p. 7.
(49) *Ibid.*
(50) *Ibid.*
(51) Quoted in Bevier, *Home Economics in Education*, p. 100.

of a wave of opinion which swept the entire country. After 1835, corruption in public life showed the need of an educated electorate. The principle of tax-supported schools was generally accepted in the United States by 1860, and public education became a national interest.[52]

The old tradition that education was a family or private concern finally passed away. Fortunately for Missouri, the idea developed here that education was really a concern of the community, and public education was provided by the State and local communities. The development of this change in ideas concerning education is shown by the legal enactments which were passed by the Missouri Legislature. Because of lack of space all discussion of these laws is eliminated. A purely factual summary follows. The first enactment concerning education was passed by the Territorial Legislature of Louisiana, which met in St. Louis, June 21, 1808.[53] This provided for the incorporation of the Ste. Genevieve Academy. At this time no laws had been passed by Congress or the Territorial Legislature, providing for a system of public education.

In 1811, Congress provided for the sale of public lands in the Territories of Louisiana and Orleans. A sixteenth section of land was to be reserved in each township for the support of public schools. The intention of Congress to encourage education in Missouri is shown in the law of June 14, 1812, which changed the name of the Territory to Missouri, and stated that "schools and the means of education" were to be forever encouraged and provided for from the public lands of the United States.[54]. Another act was passed the same month which specifically set aside public lands for the aid of education in the new State.

The "Enabling Act" of March 6, 1820, set aside land for the University and district schools.[55] In July of the same year, a convention of representatives met in St. Louis and declared assent to the provisions of the Enabling Act. This meant that "The new state deliberately and solemnly assumed as one of the conditions under which she entered the Union, the maintenance and promotion of education." The legal enactments of the new State made provision for education, and on January 17, 1825, the formation of a school district was authorized in each Congressional Township.[56]

In 1825, an act was adopted which provided for a system of common and primary schools.[57] The Saline Land Fund for education was provided for by an act of 1837.[58] The real origin, however, of the Missouri school system may be found in the Geyer Act of 1839, which contained a detailed plan for a complete State system of education.[59] This law provided for the articulation of the colleges and the academies, with the University on one hand, and the elementary schools on the other, thus uniting the education of the State into a single organization. The act failed to be carried out, as the scheme was too elaborate and there was no fund provided to carry it out.

A revised system of education was established in the Legislature of 1853, but again no provision was made for a direct tax for school purposes, a defect fatal to the project. The Civil War meant that all State income must be used for war purposes

(52) Chapin, *Education and the Mores*, p. 65.
(53) *Laws of the Territory of Louisiana*, 1808. p. 267.
(54) *U. S. Statutes at Large*, Vol. 2, p. 95.
(55) *Missouri Revised Statutes*, 1825, Vol. I, p. 38.
(56) *Ibid*, 1825, pp. 40; 711.
(57) *Ibid*, 1835, p. 561.
(58) *Laws of Missouri*, 1837, p. 117.
(59) *Ibid*, 1839, pp. 112; 173.

and the public schools were practically closed. Private schools continued to increase in numbers depending upon tuition, gifts, and fees for support.

The Constitution of 1865 contained school laws which were never carried out, as the system was too elaborate and too centralized to receive the support of the people, who were just recovering from the effects of the war. The entire school program was revised in the Constitution of 1875, and the provision of schools was made compulsory.[60] The new scheme was organized on a democratic basis, and the control over educational affairs was placed in the hands of the people[61] It was only with the adoption of this constitution that a real system of public education went into effect. The recent Constitutional Convention of 1922-23 did not make any change in the school laws; hence the old ones are carried over and remain in force.

Since the State assumed control of education in Missouri, it is evident that if the private institutions are to endure, their training must equal or surpass that provided by the State.

The Training of Women for the Professions in the Late Seventies

Even less interest was taken in the question of higher education. Six colleges which are now members of the Missouri College Union had been founded, but because of limited faculties and equipment, the courses were not as advanced as a good high school of today.[62] This was partly due to the fact that the sciences and learning had not developed sufficiently to make possible a content for a college curriculum which was the equivalent of the high school curriculum at the present time.

Until late in the century none of these institutions admitted women. Not a single institution in the State gave any attention to the preparation of teachers, so it is not surprising that the schools prior to the Civil War were ordinary in character.[63]

In the late Seventies the idea of training women for the teaching profession invaded Missouri. Normal departments were opened in the University and in the private colleges. It was not until the opening of the twentieth century that the idea of professions for women was accepted in Missouri. Prior to that time women were not only barred from the professional courses in the majority of colleges, but the pressure of public opinion was against physicians, lawyers, or ministers who attempted to locate and practice in the State.

Rise of the Small College for Women

The Missouri women had a "complex" which retarded the development of real colleges for their own sex. It was the old Southern idea of a seminary for women in which the major part of the work would be given to the study of the ornamental branches. Consequently there was no early interest in Missouri, in strictly collegiate work for women. The result was the establishment of literally hundreds of private schools which were either coeducational or restricted to women.[64] While many of these institutions for women in this State were called "colleges", they were really preparatory schools until the development of Junior colleges in 1914. Nevertheless, Missourians must be given credit for an active interest in the education of women. This is clearly indicated by the fact that private institutions for them were founded in such large numbers. The development of some of these particular institutions is discussed in later sections of this study.

(60) *Constitution of Missouri*, 1865, *Article* IX, p. 23.
(61) *Ibid*, 1875, *Article* IX, p. 19.
(62) Violette, *op. cit*, p 453.
(63) *Ibid*, see list of colleges on page 33.
(64) See page 30.

The establishment in Missouri of denominational colleges for women was really a part of the movement which had begun in the East at an earlier date. In Missouri, as in the East, the Academy, Seminary, or Institute preceded the founding of the so-called colleges. In some cases an institution was founded as an Academy and the name later changed to "College." Until after 1820 it was thought that educational opportunities should be provided only for men. Women were thought to be feeble and weak physically and unable to stand the strain of a real education. In the East, the pioneers in the education of women had blazed the trail, and their influence was not only felt in the East, but spread over the entire country and helped influence men and women to undertake the task of providing educational opportunities for women.

In Missouri, the large number of existing academies and colleges is not as significant as the lack of uniform standards. Until a few years ago any group of men could secure from the State a charter which gave them the right to organize a college of some kind and to grant such degrees as are usually conferred by such institutions. These men were even allowed to decide the requirements necessary to obtain the degree. Under these conditions denominational, local, and perhaps personal rivalries led to the establishment of more colleges than could be properly supported. The result of this *laissez-faire* policy is shown in the then existing chaotic educational situation in Missouri. Missourians have liked the small college and have made every effort to provide plenty of institutions of that type. The discussion in the following chapters shows the danger of the present situation and that the solution of the difficulty seems to be in consolidation of schools or the elimination of some of the existing institutions.

Before 1913 the private colleges in Missouri had not been included as a part of the educational system of the State. This was in spite of the fact that Missouri probably had more private colleges for women than any other Middle Western state. Nearly all of these colleges were offering the A. B. degree and some of them also listed the B. S., B. L., and M. A. degrees. Because of lack of affiliation with the University, the work given was not accepted at full value and the student lost credit upon transferring to another college for further study. In fact, the majority of courses offered in the colleges were really of secondary grade. This situation made some form of standardization necessary and resulted in the establishment of the Junior colleges, which offered only two years of strictly college work and conferred only the degree of Associate in Arts.

The Case For and Against the Small College for Women

The great interest in the education of women in Missouri is evidenced by the large number of institutions which were founded for that purpose. The demand was for education generally, and in the period after 1870, for trained teachers. This is shown by the fact that these early colleges included a normal of "School of Didactics" in their organization.[65]

The strongest motive which led to the establishment of denominational colleges was the religious motive. There was a desire to provide for women a Christian education which would be equal to that provided for men.[66] Long articles were published in the papers, and addresses were made urging parents to help provide educational facilities for their daughters as well as for their sons. There was also a

(65) Barton, *op. cit.* p. 67.

(66) The following colleges were already established for men, St. Louis University, (Catholic) 1819; University of Missouri (non-sectarian) 1839; Central College (Methodist) 1844; William Jewell (Baptist) 1849; Westminster College (Presbyterian) 1853; Washington University (non-sectarian) 1854.

conviction on the part of the parents that the education of a girl must include religious training. Catholic Convents had been established over the State and were educating the children of that faith, and Protestants felt that they must make provision for the religious training of children of their own denomination.

Although the University of Missouri had been founded in 1839, women were barred until 1869. Since the University, a tax-supported institution of higher learning, did not admit women, the only other recourse was thought to be the establishment of private institutions which would welcome women. Even after the University opened its doors to women, it was feared that if girls entered, they would not retain their denominational beliefs. Such a theory developed as great emphasis was laid on the statement that the University must be free from all religious affiliations.[67] Even after 1869, denominational colleges for women continued to be founded in Missouri.

Another strong argument used was that a denomination which supported a college for women would have an opportunity to educate the daughters of their ministers who were actively engaged in the service. The colleges universally published in their catalogues that liberal reductions would be made to such students. The support of others, who might not be attracted by religious motive, was won by the argument that it would be less expensive to send their daughters to a Missouri college than to send them East for an education. A final argument, used immediately following the close of the Civil War, was that these Missouri colleges could be used to educate orphan daughters of soldiers of the Civil War. This argument was strong enough to lead to the establishment of William Woods College, at Fulton.[68]

The Failure of the Small Denominational College

The small denominational college for women in Missouri has failed to provide and require distinctive training for women. An analysis of the reasons for this failure clearly shows that the difficulty is partly due to lack of adequate financial support. This has created a system of cut-throat competition. A study of this financial situation is made in the chapters IV and V, which follow the discussion on the "Junior College Movement."

The Church and Its Relation to the Education of Women

In Missouri, as in other states, the church has been an important factor in the development of the education of women. There seems to be a feeling throughout the country, however, that the denominational colleges in the Middle West has not fulfilled the expectation of the founders. Missouri probably has more denominational colleges for women than any other state, and since this critical attitude is spreading, the reasons for it must be considered. One author expresses this critical point of view with unmistakable force. In discussing the problem of the denominational college he says "the sectarian church tends to become an institution not of public service but of private possession and interest, and its primary interest is not to serve the public interest, but to take this interest and transfer it to the service of that special private purpose for the sake of which it alone exists." He further discusses the problem saying:

"Of this there can be no better illustration than the process which has been followed in the development of education in the Middle Western states. . . . As these areas were settled in the early days by the pioneers from the Eastern seaboard,

(67) *Laws of Missouri*, 1839, p. 183.

(68) Griffin, *A Survey of William Woods College*, p. 4. An unpublished manuscript in the library of the University of Missouri.

there were planted in all the towns and villages, the various churches to which the newcomers had belonged in their former homes. To these were added some new churches, representative of local evangelical movements. As children came along and problems of education were thereby presented, these churches organized their separate denominational schools and colleges, and these, in addition to competing with the public schools, early gained something of a monopoly in the higher grades of learning. The presence of these institutions, however, did not solve the problems of education in a democracy. On the contrary, it complicated them, for it soon became manifest that these denominational academies and colleges were essentially private and not public in their nature. They existed to teach not the truth. They were interested in meeting not the special needs of a democracy, but the theological and ecclesiastical needs of this or that Protestant church. In other words, these institutions had for their primary end and aim, the business of 'putting it over' on the public mind. When, therefore, these commonwealths developed into the ways of settled life, and the higher aspects of education became a matter of genuine public concern, the people found it necessary to ignore or challenge these denominational institutions of learning, and shut them out altogether from the denominational system of education....

"Note the ring of so-called 'college churches' which surround the state universities of the West like a besieging army! Each denomination plants at the gates of these institutions of learning, churches representative of its own particular theological interest. Here they stand, not because the community wants them, or needs them, but because each separate sect hopes to seize some stragglers from the student body of the college, as marauding Indians used to seize straying children from the white settlements and bring them up as members of the tribe. Their purpose in such cases is deliberately to defeat the public purpose of preparing young men and women for life without bias of political or theological opinion. The success of the churches, in this case as in all cases, is won at the expense of the community. To the extent that they attain their end the community is defeated. They divert attention from the common interest, draw off their respective groups from the common life, and make divisions and competition (not union and cooperation), the practice of society. All of which means, in all frankness, that our churches, as they exist today for the fostering of private particularistic interest, are anti-social, and, therefore, hostile to public welfare."[69]

While this indictment of the denominational colleges in the Middle West is not entirely applicable to the situation in Missouri, there is some similarity of conditions. It will be indicated in later sections that the denominational colleges in Missouri have created a method of competition which is anti-social and has retarded the development of the highest type of scholarship. The problem of the permanence of these institutions must be faced in the near future. There is a distinct place in our educational system for the denominational colleges for women, provided many of the faults of the present system are corrected. Before considering these abuses which are discussed in later chapters, the history and problems of the junior college must be outlined.[70]

(69) Holmes, *New Churches for Old*, pp. 63-66.
(70) See chapters IV and V.

CHAPTER II

THE HISTORY OF THE JUNIOR COLLEGE MOVEMENT IN MISSOURI

The junior college is at present the principal educational institution in Missouri that is chiefly concerned with the education of women. The junior colleges have more women enrolled than do the coeducational colleges in the State. The importance of this type of college is apparent, since there are seventeen fully accredited and three partially accredited junior colleges in the State. Eight of these fully accredited institutions are colleges which are exclusively for women. For these reasons a summary of the origin of the movement is included in this study.

The discussion which follows does not attempt to include an analysis of the movement except as it concerns the particular problem of the education of women. No discussion of the abstract question of the junior college as such is intended. Since the term "junior college" has been variously defined, it is thought best to include the statement that the term as used in this discussion refers to an educational institution which offers primarily the first two years of the four-year course of the standard college of arts and science and is an institution which prepares students to enter the third year of the university or to enter one of the professional schools of the university. This is the type of junior college in which the University of Missouri is interested and is the kind which has developed in Missouri.

The idea of the junior college in the form of extended secondary education probably came from Europe.

Introduction of the Junior College in the United States

In its present form the junior college is purely an American product.[1] The University of Michigan was the first institution in the United States to recognize officially the junior college idea. That was done in 1883. It remained for President William R. Harper, of the University of Chicago (who is justly called the father of the junior college), and Dean Lange, of the University of California, to work out almost simultaneously a detailed plan for the organization of the junior college as a part of our educational system. Since 1896 these institutions have strongly advocated the junior college.[2] There early appeared in the minds of many educators the suggestion of the junior college as a means of solving the problem of articulation of the high schools with the college or university. In 1896, President Richard H. Jesse, of the University of Missouri, stated this fact in an address before the North Central Association of Colleges and Secondary Schools.[3] The University of Missouri, however, did not take any definite action on the matter until 1911.

Social Significance of the Junior College Movement

The significance of the junior college movement is shown by the fact that in the brief span of two decades an educational institution which was practically unknown at the opening of the century has multiplied so that at the close of the period the number of institutions in the United States has increased to over 200. These colleges are located in over three-fourths of the states of the Union, but are mainly in the Middle West, in the South, and in the Pacific Coast states. The enrollment

(1) *Publications of the Department of Interior, Bureau of Education.* Washington, D. C. No. 35, 1919, p. 98. Also *Ibid,* No. 19, p. 37.

(2) *Ibid,* p. 36.

(3) *Proceedings of the North Central Association of Colleges and Secondary Schools,* 1896, p. 789.

(4) *The Junior College,* edited by L. V. Koos, publication of the University of Minnesota, *Education Series,* No. 5, May 1924, p. 12.

ranges from a mere handful of students to more than 1,000, and the grand total of their registration is the equivalent of that of two large universities.[4] The recognition which the junior college has received from the universities and other institutions of higher learning is also important, as the four-year colleges receive many applications from women for advanced standing from the junior colleges. The junior college movement in Missouri was largely the outgrowth of the necessity of the time.

Reasons for Developing Junior Colleges in Missouri

In general the reasons for developing junior colleges in Missouri are:[5]

1. To provide opportunities for education under church control.
2. To furnish a completion school for those who cannot go further.
3. The financial difficulties involved in maintaining a four-year course.
4. The desire of students to attend college near home.
5. To meet the entrance requirements of professional schools.
6. To afford more attention to the individual student.
7. To provide occupational training of junior college grade.
8. To offer better opportunities for training in leadership.
9. A desire of parents to have their children attend college near home.
10. To secure segregation of the sexes.
11. To provide additional opportunities for teacher training.

In order to understand the development and growth of this form of education of women in Missouri, we must consider the educational situation in Missouri prior to the advent of the junior college.

The Educational Situation in Missouri Prior to the Advent of the Junior College

A generation ago in Missouri the educational situation was one of chaos. There was no coordination of work, and therefore, there was no cooperation between the various grades of education in the State. There was a multiplicity of private schools and colleges, the majority of which were for women. These were ignored by the public schools, which in turn ignored them. In the early nineties a movement was inaugurated by the University to standardize and accredit the high schools and academies. This movement met with favor, as is shown by the fact that in a decade the number of accredited schools reached 115.[6] In the meantime, during this period, the four-year college had been standardized and the Missouri College Union had been formed. When the high schools, academies, and four-year colleges had been standardized, many private institutions in the State were left which were not included in either group. These so-called colleges were giving instructions in courses which were beyond that of the secondary schools but were not up to the standards required of the four-year colleges. The majority of these colleges were weak, struggling church schools, without endowment, and were forced to depend for support on tuition fees and gifts. They issued elaborate catalogues, announcing courses which would have reflected credit on a well-endowed university, yet they had no place in the educational scheme of the State.[7] These "colleges" were unwilling to become academies and were unable to become standard colleges. Since there were no accepted standards among them, each was a law unto itself; and the result was great variation among them. Competition was becoming keen, and it was soon apparent that, if the institutions were to survive, there must be some arrangement made so that their graduates might receive credit for the work completed. These

(5) *Publications of he Department of the Interior, Bureau of Education*, Washington, D. C., No. 35, 1919, p. 26. Also *Ibid*, No. 19, p. 37.

(6) *School Life*, December 1922, article by President J. C. Jones University of Missouri, p. 73.

(7) *Ibid*, p. 89.

colleges were not attracting students who were ambitious to continue their college in an institution of higher learning. These students who had been won by the attractive advertisements and "smooth tongued solicitors" were not interested in continuing their college work. Even the financial situation was difficult for the colleges. Some of the presidents were trying desperately to maintain good scholastic standards and do solid and honest educational work. The honest colleges, however, were competing with others who measured their success entirely by the size of the enrollment. Fortunately for education in Missouri some of these colleges turned to the University for relief.[8]

The Movement for Standardization

There is a good deal of contention as to which colleges actually crystallized matters by taking definite action, but the facts seem to indicate that the honor is due Dr. George F. Ayres, who was then president of Lindenwood College. The Lindenwood College catalogue which was issued in the spring of 1913 contains the following statement.[9]

The New Adventure
The Affiliated Junior College

"After giving the subject much thought the President of this college decided that the time had come for making Lindenwood a four-year college. Pondering on the future of the school he conceived the idea of a two-year college course for women, in articulation with the University of Missouri. This plan was to make the small college an integral part of the general scheme of education of the State of Missouri, thus enabling the graduates of the Junior College to pass into the Junior Class of the University of Missouri, without loss of time.

"On his suggestion the President and Faculty of the University took the matter under advisement. After long and careful consideration the idea was approved by them. They formulated a course of study for the Junior College, this to be uniform for the entire State. . . . Lindenwood was one of the first to accept the plan and took immediate steps to meet the required conditions. As a result Lindenwood is now officially recognized by the University of Missouri as a full Junior College.[10]"

The evidence seems to indicate that President John W. Million, of Hardin College, was the first college President in Missouri to ask the University to inspect work and determine the educational standing of the college. A letter in the possession of Hardin College shows that in 1901 the Secretary of the Faculty of the University of Missouri wrote President Million and enclosed the report of the committee of five, who had visited Hardin College. The letter states that the investigation was made at the request of President Million and reports that the University is willing to allow the college 54 hours of credit in specified subjects. At this time Hardin College was offering a four-year college course which led to the A. B. degree. While President Million was probably the first president of a Missouri college for women to ask for an evaluation of work by the University, this does not necessarily disprove the contention that the idea of a two-year junior college course for women, in articulation with the University of Missouri was first proposed by President Ayres. Hardin was one of the first colleges for women to adopt the name Junior College.[11]

(8) *Ibid*, See discussion in Chapters IV and V.

(9) *Lindenwood College Catalog*, 1913, p. 8. The intention was to offer only the last two years of the high school and the first two years of college work.

(10) No other college catalog makes the claim that the college has been recognized at this time.

(11) The name *Hardin Junior College* was first used in the catalogue of 1918.

This seems to indicate that President Ayres was the first college president to ask for definite suggestions from the University regarding the method of securing approval of all work offered. The publications of the other Missouri colleges for women at that time present no claims to participation in proposing the plan. It hardly seems probable that they would have neglected such an opportunity for publicity if the movement had originated as a group enterprise as is now claimed. Without doubt the presidents of the other colleges had been in correspondence with the University, asking full accrediting of their work, but no evidence is found to contradict the claim made in the Lindenwood catalogue. There is, however, one striking difference in the plan as adopted by the University and the proposal made by President Ayres. The "making of the Junior College an integral part of the University" has not been accepted by the University or the colleges. The position of the University is purely one of giving advice and making constructive suggestions.[12] The President of the University of Missouri was familiar with the "Chicago Plan" which President Harper had first proposed and which was accepted by Chicago University in 1896.[13]

Origin of the Junior College Movement in Missouri

These colleges for women would have to be accredited if they were to survive. While it is true that the colleges took the initiative in approaching the President of the University, still there had been a good deal of pressure brought to bear on the private institutions by the University. The colleges were offering a multiplicity of courses and degrees and were faced with the fact that their students who attempted to enter the University were receiving reduced credit. This in turn reacted on the college. Parents did not hesitate to tell prospective students the facts, and it was becoming increasingly difficult to secure students. Since the majority of these private institutions were schools for women, it was natural that the woman's college took the initiative in approaching the University for help.[14] Early in 1911 the authorities in charge of the various women's colleges asked that their institutions be recognized by the University so that their students might enter the University without loss of credit. Up to this time certain courses had been accepted by the University, but others which were offered were given no credit. Under existing conditions, the University was not able to grant full credit for all the courses which were offered in the colleges. This was the situation in 1911, when the first steps were taken toward a definite organization and standardization by the University.[15]

Role of Leadership of the Presidents of the Small Colleges

The presidents of the small colleges for women in Missouri were among the educational leaders of the State and were naturally deeply concerned as to the future status of their institutions. Under the existing chaotic conditions of education they were forced to devise some means of action which would enable their students to secure advanced standing from the University for the work completed in the denominational colleges. Since these small colleges were dependent upon student fees for support, the presidents had to be able to guarantee to their students advanced standing in the University and other educational institutions, if they were to be able to recruit students and their colleges were to continue to operate.

(12) *Catalogue University of Missouri*, 1913-14, p. 59.
(13) *Minutes of the First National Conference of Junior Colleges*, St. Louis, 1920, p. 6
(14) President J. C. Jones, in *School Life*, Dec., 1922, p. 89.
(15) *Ibid.*

Entrance of Colleges in the Plan

The work of standardization of these colleges for women was undertaken, and in March 1913, four colleges, Hardin (Mexico), Howard Payne (Fayette), Lindenwood (St. Charles), and Stephens (Columbia), were placed on the accredited list. They were all colleges exclusively for women and were the original names listed by the University as fully accredited junior colleges.[16] Other colleges have been added from time to time until the complete list of accredited colleges now includes,

Name	Location	Denomination
Christian College	Columbia	Christian
Cottey College	Nevada	Methodist
Hardin College	Mexico	Baptist
*Howard Payne†	Fayette	Methodist
†Kansas City Junior College	Kansas City	Non-sectarian
†La Grange College	La Grange	Baptist
Missouri Christian College	Camden Point	Christian
†Palmer College	Albany	Christian
St. Mary's Institute	O'Fallon	Catholic
†St. Joseph Junior College	St. Joseph	Non-sectarian
†Southwest Baptist College	Bolivar	Baptist
Stephens College	Columbia	Baptist
Synodical College	Fulton	Presbyterian
†The Principia	St. Louis	Christian Science
William Woods College	Fulton	Christian
†Will Mayfield College	Marble Hill	Baptist
†Flat River Junior College	Flat River	Non-sectarian

(* Has been merged with Central College)
(† Coeducational colleges)

In addition to the fully accredited colleges there are three institutions which are partially accredited. These are[17]

†Kidder Institute	Kidder	
†Ozark Wesleyan	Carthage	Methodist-Episcopal
Academy of Visitation	St. Louis	Catholic

The following colleges were not accredited at the time they went out of existence:

Central College	Lexington	Methodist
†Marvin College	Fredericktown	Methodist
†Pritchett College	Glasgow	
*†Scarritt-Morrisville	Morrisville	Methodist

(*Partial credit)
(† Coeducational colleges)

"Affiliation with the University has opened an easy pathway to further educational work on the part of the graduates of accredited colleges; it has also marked clearly for patrons of education a number of institutions which comply with the best standards. By definite service in a wider educational order which marks clearly their field of work and sets before them definite ideals, the junior colleges are made free to work out their own highest salvation."[18]

(16) *The Junior College*, publication by Stephens College, *Bulletin* 1916, p. 10.
(17) List of accredited colleges furnished by the Registrar of the University of Missouri, June 1, 1926.
(18) *Circular of Information to Junior Colleges*, p. 7.

Formation of the Junior College Union

January 6, 1914, the Missouri Junior College Union was formed at Columbia. It was decided that membership in the organization should be restricted to those institutions which had been officially accredited by the University. At this preliminary meeting a junior college was defined as one offering a regular four-year course in which the freshman year should parallel the work offered in the junior year of a secondary school and the senior year to be similar to the work in the Sophomore year at the University. It was understood that temporarily the preparatory work was to be continued and would cover the first two years of the high school course. The only degree to be offered by the junior college was the degree of Associate in Arts.[19]

Method of Accrediting

The college must take the initiative and ask for an inspection. The visiting committee makes a careful study of laboratories, maps, buildings, library, entrance credits, salaries of the faculty, finances, requirements for graduation, course of study, and the type of teaching being done. On the basis of this information a report is made recommending whether or not the institution will be accredited. If for any reason the committee does not feel that full credit can be allowed, recommendation is made as to the amount to be given.

"No junior college will be accredited until the report of this Visiting Committee has been passed upon by the University Committee of Accredited Schools and Colleges. It is the policy of the University to keep in close touch with accredited junior colleges through visits by the Visiting Committee. *The University reserves the right to cease to accredit at any time a college that employs inefficient teachers or that otherwise fails to maintain the required standards.*[20]

(19) *University Missourian,* (daily paper published at Columbia, Missouri) January 16, 1914, p. 1. The University does not recognize the Missouri College Union as having any particular significance; quite a number of junior colleges they inspect are not members of the union. (*Correspondence of the Chairman of the Committee on Inspection,* of the University of Missouri.) This organization was later called *The Missouri Junior College Association.*

(20) See *Circular of Information to Junior Colleges,* 1926. Published by the University of Missouri.

CHAPTER III

THE PROBLEMS OF THE JUNIOR COLLEGE

The problems of the junior college may be divided into two groups: those which concern the junior college itself, including the proper education of their women students, and those which confront the University in relation to the growing number of junior colleges. Those in the first group may be divided into curriculum, finance, administration and standardization.

1. *The Curriculum;* The problem of what shall be taught in the junior college is still unsolved, and a definite curriculum for women must be determined. At least one college is attempting to determine what courses may best be offered. Because of the great expense of exhaustive research it is a question whether the junior colleges should undertake the work. Some administrators feel that the junior college should not attempt to do more than parallel the work of the first two years of the course in the College of Arts and Science at the University. Inasmuch as the curriculum of the University is essentially for men, with the exception of courses in home economics and fine arts, it seems as if there could be some arrangement whereby at least a limited number of elective hours in the junior college might include some courses which are of primary interest to women, even though they do not happen to be offered in the first two years of the work offered in the University of Missouri. These courses should include the care of children, cooking, sewing, marketing, running a home on a budget, etc. A college for women should attempt to fit them for their normal functions in life—to be efficient wives and mothers. If the junior college can help attain this end, it will render a distinct service to education. It must be evident that if the private college is to flourish it must offer distinctive work. This is particularly true of the college for women. The expense of attending a private college is greater than the cost of a year at the University; the discipline in the private college is more strict, and for social reasons a majority of young women prefer to attend a coeducational college. All of these factors indicate that unless there is some distinctive thing about the curriculum in the college for women, many of these institutions will suffer from lack of students. It has been said by University officials that there is no danger in this situation, as the parents realize that young girls for the first two years at least need the closer supervision which is given in the college for women. The parents may realize the truth of this statement, but it is also a fact that the girl of today knows that she can persuade her parents to allow her to do the thing she *wants to do* regardless of what opinions her parents may have on the subject of education. It is therefore necessary to convince both the parents and the student that distinctive opportunities are offered in the college for women.

As the course is now arranged, the traditional freshman and sophomore subjects occupy the bulk of the curriculum in all junior colleges. The private institutions adhere more closely to the classical course than do the public junior colleges. The latter type of college offers more vocational courses because they cater to a different clientele and there is a greater demand for such work.[1] English, mathematics, and history are the bulk of the curriculum in both types of institutions. Evidently the training of teachers is considered one of the special functions of the private junior college. Education courses rank high with them, while in the public junior college, education is lower in frequency. An analysis of curricula would be facilitated if there was uniformity in the numbering of courses in the catalogues of the colleges

(1) *Bulletin of the U. S. Bureau of Education*, No. 19, p. 100.

in the State. The University has suggested that the system adopted by the State Educational Institute for courses in the university and normal schools be used.[2]

2. *Standardization:* The problems of the curriculum are so closely related to the question of standardization that it is difficult to separate them. The only courses which may safely be offered are those which the University will be willing to accept. As long as the University continues its present policy of requiring the curriculum of junior colleges to parallel the work of the first two years in the College of Arts and Science, it is not worth while to attempt to bring about any radical changes in the content of the curriculum of the junior college or to propose a distinctive course of study for women. It has been suggested that all standardization should be in the hands of a commission, representing all kinds of educational institutions.[3] This organization should be composed of one representative each from the Missouri College Union (Senior colleges), the Junior College Union, and the secondary schools. The members should be appointed by the groups which they represent, a condition which would eliminate the possibility of political influence in the selection of the individuals. As the members would serve without salaries, there would be little expense involved. Whether this plan would solve the present difficulties, it is impossible to say until the method has been tried, but it seems to have at least one virtue: the members of the commission would each know the problems involved in his or her type of institution, and some good work must result from any such discussion of educational problems.

3. *Finance:* The problem of financing the junior colleges is becoming more acute, owing to the competitive methods which have developed. This will be discussed in detail in a later chapter.[4]

4. *Administration:* The University feels that the maintenance of college standards of work on the part of teachers and students in the junior college is a difficult problem, as there "is a tendency in nearly all the junior colleges to a certain laxity of standards." There must be a clear distinction between the type of work of the junior college and the high school. The accrediting committee has found that too often there is not a high enough standard of work demanded in the private institutions.[5] This failure to maintain a high standard seems to be the result of the competitive situation in Missouri. Administrative difficulties are further increased by the problems of deciding the number of teaching hours and the number of pupils' hours per week. The temptation is to overload in both cases. No teacher who is doing junior college work should teach more than sixteen or eighteen hours as a maximum, and no student should carry more than sixteen credit hours of work.[6] As has been indicated in the discussion on finances, if the junior colleges have adequate financial support, it would be possible to solve the other major problems.

Problems Which Confront the University in Relation to the Junior College

1. *Future Status:* In this connection, the major problem which the University faces is what is to be the future status of the junior college. Is it to be held strictly to a two-year course or to be allowed to add a third year of work? Is it to be permitted to develop a distinctive curriculum for women? To date, the answer has not

(2) *Minutes of the Junior College Accrediting Committee of the University of Missouri*, July 18, 1917, p.1. (On file in the office of President Brooks.)

(3) President James M. Wood, Stephens College, made this suggestion to the author.

(4) See Chapters IV and V.

(5) *Proceedings of the Fourth Annual Meeting of the American Association of Junior Colleges*, Chicago, 1924, p. 27.

(6) *Correspondence of the Chairman of the Visiting Committee of the University of Missouri* (Letter to Q. B. Brothers, Palo Alto, Calif., May 23, 1923.)

been found to these questions. There is some demand for a third year curriculum, and at least one president of a junior college for women believes that the four-year college course is too long and that it might well be shortened to three years and the Bachelor of Arts degree granted.[7] While this suggestion involves radical changes in our educational system, it is of interest to the University and other colleges. This same president feels that the junior college is an expression of the discontent that is felt among educational leaders with the present administrative and curricula organization. The fact that the junior college is a recent development and is free from tradition will enable it to make radical changes which would not be considered in older institutions.[8] It is evident that an exhaustive study of conditions must be made before the question of the future status of the junior college can be solved.

2. *Professional Curricula:* Another serious problem which confronts the University is the tendency of the junior college to develop professional curricula. The Missouri junior colleges are permitted to secure for their graduates three-year state certificates to teach.[9] This is in direct conflict with the University requirement that candidates must complete sixty semester hours of academic work before being admitted to the professional schools. This situation seems to indicate a lack of cooperation between the University and the State Department of Education. There should be uniform requirements in all the Missouri colleges so that candidates must complete sixty semester hours of academic work before being permitted to enter the professional schools. When the curriculum of the junior college is determined, this difficulty will be removed.

3. *Teachers Colleges:* Another possible problem will result if the Teachers Colleges in the State which are coeducational should decide to establish junior college departments. There are at present five State Teachers Colleges and two city Teachers Colleges in Missouri.[10] They all require graduation from the two-year course before entrance on professional work.[11]

4. *Failure to Maintain Standards:* A member of the University Accrediting Committee has said that he found seeming dangers in the junior college movement.[12] The criticism emphasized by the University of Missouri is of the graduates of the junior colleges. It is said that the institutions have not maintained high enough standards in their scholastic work and that the students are not adequately prepared to continue the third and fourth years of scholastic work. The deficiencies have been more noticeable in English, mathematics, and science. It is said that there is a tendency in the junior college for women to arrange courses to meet the desires of the students rather than to have a definite curriculum which is required, regardless of the preferences of the students. This is another evidence of the "kow-towing" of the school to the students, and is a result of the keen competition among Missouri Colleges for women.[13] There has been some criticism of the fact that one or two junior colleges for women have abolished final examinations. The University has

(7) President Wood, Stephens College, in the *Proceedings of the American Association of Junior Colleges*, St. Louis, 1920, p. 3.

(8) *Ibid.*

(9) *Rules and Regulations of the State Department of Education*, State of Missouri, 1924, p. 8.

(10) See list on page 171.

(11) *Proceedings of the Fourth Annual Meeting of the American Association of Junior Colleges*, Chicago, 1924, p. 26.

(12) *Ibid.*

(13) See Chapters IV and V.

(14) *Proceedings of the Fourth Annual Meeting of the American Association of Junior Colleges*, Chicago, 1924, p. 2.

(15) Results are on file in the office of the Registrar of the University of Missouri.

found that "students from certain colleges do poorly on written work on account of lack of proper practice in and taking of final examinations."[14] Last year a study was made of the University records of students from the junior colleges. The results were interesting, but, of course, are of little value until they extend over a period of years.[15]

5. *Rapid Increase of Junior Colleges:* The University is also concerned with the rapid increase in the number of junior colleges in Missouri. With an ever increasing number knocking at the doors for recognition the University is placed in a difficult position. Institutions which are poorly equipped and struggling to maintain life make a plea that if the University will now accredit them they can then secure scholars, and thus have more money for needed equipment and better trained teachers. The University has held to the theory that they cannot accredit any institution which is not actually on a sound basis and doing work of a creditable nature. While this is a policy which works a hardship on some colleges, the fact remains that the University must uphold standards of education and cannot afford to lower the bars for institutions which are not doing work of the first grade. No matter how much criticism may be made of the University and its policy of dealing with the junior colleges, credit must be given for the encouragement which has been given the junior movement and the honest endeavor which has been made by members of the University faculty to help in every way the private institutions which were struggling to become junior colleges.

The Public Junior College

A new type of junior college has developed in Missouri, the public junior college which is co-educational. At the present time there are three in the state, at Kansas City, St. Joseph, and Flat River. This form of institution has developed where the population is relatively dense. The origin is due to the fact that the high school attendance has greatly expanded in these cities. Since there were no junior colleges in these towns, a large number of students were remaining in high school to take a fifth year of work, as there were subjects offered which were not covered in the regular high school course. Many of these students later decided to enter the University and found that they had trouble in securing credit for the work which had been completed the last year. The local pride of the community was appealed to, and, since the number of students seemed to warrant it, a public junior college was established. In the Kansas City Junior College, over 1,500 boys and girls are enrolled.[16] One argument for the establishment of these institutions is the great financial saving which results where the students all live at home. The buildings required are only those necessary for class purposes, and in some cases the local school board has had a building which could be used without additional expense (Kansas City). The organization and curriculum are determined by the School Board and the entire institution is simply a part of the general school system. Some authorities seem to think that the future of the junior colleges lies in this form of institution, which is supported by taxation. It is the opinion of some persons that the state could well afford to develop public junior colleges, if the laws of taxation were adequate. Professor C. A. Ellwood has advanced the theory that every town with a population of 25,000 can well afford to support such an institution. Such a program would of course involve a revised rate of taxation. This would not necessarily work a hardship upon the citizens, as a state with the wealth and natural resources of Missouri can well afford to spend on education many times more than is now provided

(16) Letter of President E. M. Bainter to the author.

in the annual appropriations.[17] Others deny this and say that such an institution is possible only where there is a dense population, or wealth great enough to be able to support an enterprise of great expense. At least one of the three Missouri junior colleges is finding that the expense is much greater than was anticipated, and it is a question whether or not the project will soon have to be bandoned.[18] At the present time there is no legal provision in the Constitution of the State providing for the establishment of public junior colleges, but it is possible that such provision may be made for certain sections of the State.

Results of Affiliation of the Junior Colleges With the University of Missouri

1. *Complication of the Competitive Situation.* The standardization of the junior colleges by the University was the first discipline held over the colleges. We have seen that educationally Missouri was in a chaotic condition, and the situation required that steps be taken to secure the approval of the work by the University. In many cases standardization of the junior colleges by the University has been of benefit to the colleges, and at the same time it has complicated the competitive situation.[19] The benefits have been the concentration of courses and the elimination of many unaccredited subjects from the curriculum. Real libraries have been founded and countless volumes from old ministerial libraries and other dead books have been weeded out. Government reports have been segregated, and live, up to date books have been added. This healthy growth of libraries has been one of the greatest benefits. The equipment has been revised and improved apparatus has been added. More careful attention has been paid to class rooms to prevent overcrowding, adequate maps have been purchased, and scientific and psychological apparatus has been brought up to a higher standard. The personnel of the faculties has been strengthened, entrance requirements and units allowed have been carefully standardized, and the requirements for graduation have been clearly defined.

(2) *Case Study of Concrete Examples.* That these requirements are not in all cases strictly adhered to is indicated in the section on the Technique of Competition. When the University, however, has received complete evidence of evasions of the rules, prompt notice is sent to the offending college that a change in policy must be made. This exercising of authority over the junior college is shown in the following cases:

a. One college received a notice from the University stating that the misstatements in the catalogue regarding its relations with the University must be changed at once, or the University would have no further relations with it as far as affiliation was concerned until amends had been made for the misstatements.[20]

b. Another college catalogue listed a member of the faculty as having an M. A. degree from the University of Chicago. A notice sent the president of the college concerned this statement. He was reminded that the man had only "a sort of honorary degree from the .....Normal" and that the misstatement must be corrected.[21]

The University has also scrutinized very carefully the personnel of the faculties as is shown by the following statement made to one of the colleges:

"In regard to the case of Mr. ..... our opinion is that you are very unwise to take a man of his age and background in purely administra-

(17) *The Report of the State Tax Commissioner* shows that Missouri's taxable wealth is $4,459,003,616. (*St. Louis Globe Democrat,* Oct. 9, 1925, p. 5)

(18) Statement of J. D. Elliff, Inspector of Schools for the University of Missouri.

(19) See discussion, Chapters IV and V.

(20) Correspondence in the office of the Dean of Arts and Science in the University of Missouri.

(21) *Correspondence of the Chairman of the Visiting Committee,* February 28, 1924.

tive work into your college faculty without consulting the university as to his training and qualifications. It was a pity that more care was not exercised in the case of Mr. ..... as the other members of your college faculty are so up to date and satisfactory."[22]

The failure of the University to accredit the work of this man meant that he was required during the following summer to make additional preparation for his teaching.

Since the University specifies that at the time of accrediting the institution must be doing acceptable work, some institutions who apply for recognition are refused. The following letter was sent one college and resulted finally in such improvement that partial credit is now allowed and the college is working toward complete acceptance of all its work.

"In general the committee is disappointed at the failure of the college to show any improvement of a particular sort over the showing made in 1920. No hope of accrediting can be held out unless the serious drawbacks in faculty and equipment are remedied and an aggressive and progressive policy adopted in matters of teaching force and standards."[23]

The withdrawal of recognition by the University has resulted in the closing of some colleges.[24] In general the University of Missouri has in its dealings with the junior colleges assumed the role of a benevolent despot, but such an attitude seemed necessary under existing circumstances.

Growth of the Junior College in Missouri

In Missouri there have been definite factors which have both favored and hindered the growth of junior colleges. The conditions which have favored the development of this type of institution are:

1. The belief that the small college has an advantage over the larger one. This includes more personal contact of the student with the faculty, small classes, etc.
2. Local pride and interest and the support of men of wealth who were willing to assist the college financially.
3. The strong religious sentiment of some who believed that education should be under the direction of the various denominations.
4. The democratic spirit of the Missourians which is indicated by the desire to own and operate the institutions according to their own ideas.
5. The increased standards of the professional schools and the more exact definition of the high school and university have seemed to leave a place for the small college.[25]

The first three of the above factors have had the greater influence in Missouri and have caused the great increase in the number of institutions exclusively for women. While all of these reasons have been effective, at the same time there were definite tendencies which hindered the development of junior colleges in the State. The more important ones include:

1. The rapid development of the high school during the past twenty years. Many courses which were formerly offered only in the private colleges and the University are now offered in the high school course of study.
2. The present tendency of the high schools to add two years to their traditional course is a menace to the growth of the private junior colleges.

(22) *Ibid*, March 17, 1924.
(23) *Ibid*, May 20, 1923.
(24) *Ibid*.

3. The University is well equipped and powerful and is constantly drawing on the constituency of the small colleges.
4. The tendency toward specialization demands that the college provide a broad and varied curriculum to suit the various desires of the students; many of the small colleges cannot meet the demands and this has led the student to enter the university rather than the private institutions.
5. The lack of sufficient finances for the private college is perhaps the most important factor, as the majority of these difficulties might be met if funds were adequate.[26]

It is thus evident that the future of the junior colleges in Missouri is really to be determined by finances.

An interesting aspect of the expansion of the junior college movement in Missouri is shown by the fact that two or three leading Military Academies of the State are working toward recognition. Inasmuch as all junior colleges on the accredited list are either coeducational or colleges for women, it is thought that the Military Academies will be welcome as junior colleges for men. While the above list of junior colleges seems large for a state with the population of Missouri, it must be remembered that in reality there have been many other private institutions in the State which have long since passed out of existence.

Institutional Egoism

A study of the educational situation in Missouri shows that in certain sections of the State there are more junior colleges than are required. Since the majority of these institutions are colleges which are exclusively for women, the real problem concerns the junior college for women. This creates a situation which has resulted in the development of peculiar methods of competition.[27] If it were possible to effect a consolidation of some of these institutions, much benefit would result. To illustrate, there are five Baptist Junior Colleges, four Christian, two Methodist, one Roman Catholic, one Christian Science, and three public junior colleges which are non-sectarian, all of which are fully accredited. Within a radius of forty miles of the University there are six accredited junior colleges for women, two of them actually "within a stone's throw of the University Campus."[28] The only solution of the present competitive situation is either consolidation or elimination. The financial cost is so great that it is impossible to operate a first class institution without adequate funds and endowments. If it were possible for the various denominations to consolidate their support, they could each maintain one institution for women which would be adequately financed and they would be in a position to develop a much stronger college out of their present existing institutions. Of course, such consolidation is difficult since the president of no one institution desires that his college be merged into another. Then, too, there is the problem of what to do with the plant and equipment of the abandoned school. A possible solution might be the formation of one or two junior colleges for men, and perhaps one or two secondary schools for girls. There seems to be a demand for a private school for girls where the emphasis would be placed on the education of young girls rather than those of college age. While it is true that some of the junior colleges now maintain preparatory departments and accept students of high school grade, such students are in the minority and the college activities center around the student who are in the majority, the college

(25) *United States Bulletin of Education*, No. 35, p. 33.
(26) *Ibid.*
(27) See discussion, Chapters IV, V.
(28) *Proceedings of the Fourth Annual Meeting of the American Association of Junior Colleges*, Chicago, 1924. p. 27.

students. The question of consolidation of the colleges for women will become increasingly important in a few years, as the number of institutions cannot continue to survive, much less increase. The competition has become too keen and there must be a maximum number of institutions which can be adequately supported in the State. The trend toward consolidation is shown in the recent closing of Central College for Women which was located at Lexington. The plan is to merge this school with the projected $5,000,000 Methodist University which is being launched in Kansas City. Another illustration is the affiliation of Howard-Payne College with Central College (both at Fayette), the president and dean of Central College acting as president and dean of Howard-Payne College.[29]

One of the main reasons why consolidation is not at this time more carefully considered is the question of the present administration. No college president wants to be supporting a project which will result in his being without a position. In the colleges it is much the same problem as exists in the denominational churches. The issue which divided the churches during the Civil War are forgotten. Yet, when it is proposed to unite the Northern and Southern branches of the various denominations, the question always arises of what to do with all the preachers who would be without positions; and the effort fails. The colleges in Missouri, however, are going to have to grapple with this problem of consolidation in the near future. Several possible solutions have been proposed as serious minded educators realize that the much prized institution of American democracy—the small college—is facing a serious crisis. These men are attempting to find the answer to the question, "Will the small college go?"

Some Suggested Changes in Policy

While the growth and development of the Junior college in Missouri has in many ways been satisfactory, it is thought that the following suggestions may prove to be beneficial both to the University and the junior colleges. It is evident that the University has a difficult task on its hands as the work is now arranged, but it is also apparent that the present policy works a hardship on the colleges for women.

1. The inspection should be made before the Christmas holidays and a report made to the college before the first of February. This would prevent the reemployment of instructors who were not satisfactory to the University.
2. The committee should come unannounced as then there will be no opportunity to prepare for the visitors. Cases are known where instructors assigned review lessons for the day, knowing that the inspectors were coming.
3. More time should be given to the actual inspection of the class room work. Where the visitors remain only two or three hours at the college, it is impossible to form an adequate idea of the type of work which is being done. Occasionally the committee is not impressed with the work of an instructor and makes an adverse report regarding her efficiency. It is hardly just to form an opinion as to the value of a teacher, when the class is not visited longer than five or ten minutes. If the committee is spending only a day at the college there will be no opportunity for more than one person to inspect the work of doubtful teachers.
4. The committee should also investigate the work of the so-called "Assistants." Cases are known where the bulk of the teaching in a department was being done by students who have had only a year or two of work in the same college. Since they were listed as "Student Assistants," the

(29) *Correspondence of Chairman of Visiting Committee*, University of Missouri, March 3, 1923.

committee did not discover that these students were really in charge of college classes.

5. After placing a college on the accredited list of the University, more frequent and regular inspections should be continued by the officials. This would undoubtedly have a stimulating effect on the college and would lead to continued striving after higher standards. While it is true that occasionally an institution is dropped from the approved list, in many cases lax policies are being practised because of the failure of the University to discover the incidents.
6. The junior college should bear the expense of the inspections. This would not be any great financial tax upon any one institution, and the president of the college would then feel free to ask that representatives of special departments, as home economics, etc., might be included in the personnel of the committee. This is especially important in doubtful cases of accrediting.
7. At least once during the year, a member of the staff of the Registrar of the University, should visit the colleges and inspect entrance credits allowed, number of hours of work being carried by the students, and the credit allowed for graduation. Such a check up by the University would prevent the acceptance of students by certificates from unaccredited schools, and would be of benefit in many other ways.
8. The holding of an annual conference of the representatives of the junior colleges with the University committee would furnish an opportunity for a discussion of *educational* problems and policies. This might well be combined with the annual meeting of the junior college presidents but a definite session should be set aside for the conference. At present the meetings are entirely devoted to a discussion of finances.
9. The University should appoint a small committee to serve in an advisory capacity for all the junior colleges. The personnel of this committee should include men who are familiar with the problems of the junior college, and at the same time men who are not members of the official accrediting committee. This would permit a frankness in discussion which is impossible under any other conditions. The college would feel free to call on this committee for advice regarding the curriculum, faculty, equipment, or any other phase of the educational problem. Under these conditions, the function of the Inspection Committee would be simply to determine whether or not the equipment and work of the college are up to the required standards.
10. Improvement might be secured in the junior college educational work if the Registrar of the University would notify the college each semester just what record their former students have made in the University during the past session. Where it is noticed that these students have been particularly deficient in any one subject, attention should be called to that fact, so that steps might be taken to improve the work.

All of the above suggestions have as their purpose the bringing about of better understanding and cooperation between the educational institutions of the State, and particularly between those that are exclusively for women. The University is the logical institution to assume an advisory position, and it can be of great assistance to the private college in Missouri. The importance of the Junior College Movement must be recognized by all careful students of the education of women in Missouri. It is the opinion of some authorities that the junior colleges in Missouri have now

and will have, in the future, more women students enrolled than are now attending the coeducational colleges of the State. In view of this fact, mention must be made that a National Association of Junior Colleges was formed in St. Louis in 1920. The meeting was called by the United States Commissioner of Education because of the growth of junior colleges in the United States. Annual meetinge are held and much benefit has been derived from the discussion of mutual problems of the curriculum, standards, and finances. The Association now numbers seventy-nine institutions, which are located in twenty-three states.[30]

(30) See *Annual Reports of the Association.*

CHAPTER IV

THE TECHNIQUE OF SELLING THE JUNIOR COLLEGE TO THE PATRONS*

Author's Note:

The reader of the chapters on "Technique" will notice that definite sources are not given for all statements. In explanation the writer wishes to state that some of this information was given to her confidentially.

The writer has had unusual opportunities to collect this material. She was a student for four years in a Missouri Junior College, she was a Field Representative for two junior colleges, and after receiving her M. A. degree, she became Dean of the Faculty of another college for women in Missouri.

The above information should indicate that all the material contained in these chapters was carefully authenticated before it was included in this study.

Introduction

The reason for including this discussion in this study is evident, as the competitive situation in Missouri vitally affects all education of women in the State; and the future of the woman's college in Missouri depends upon the amelioration of this condition. The following discussion concerns mainly the denominational colleges exclusively for women, as all the illustrations happen to be taken from colleges of this type. The competition seems to be greater between these institutions, as they are striving to secure the same students, and consequently have developed a technique of competition of their own.

The relation of this discussion of this study must be recognized, as it is impossible to develop in Missouri the highest type of college for women, while the present competitive system continues. As will be indicated in the following pages, this condition exists because of the fact that a large number of colleges lack adequate financial support.

The writer has no interest in criticizing any particular institution. The facts were sought in an unbiased and unprejudiced way. The author in using this material hopes to indicate the following facts:

I. These denominational colleges for women must have adequate financial support if they are to accomplish their *raison d'etre*. Their present difficulties are largely financial.

II. This cut-throat competition which now exists in these Missouri colleges for women is analogous to the methods used in the commercial world.

III. These colleges have been over advertised and have made use of the methods of publicity which will bring in students.

IV. These colleges are at present highly individualistic and there should be a code of ethics or a gentleman's agreement which will regulate the competitive methods.

The primary purpose of the author is to make a plea for a thoughtful consideration of this condition and is not to expose the practices of any particular college. It is earnestly hoped that the result of this study will be not only that competition will be placed on a more desirable basis, but that greater interest will be created in these denominational colleges for women and adequate support provided. This will make the present competition unnecessary.

*The use of the term "The Technique of Selling the Junior College" should indicate to the reader that the junior colleges have become so thoroughly commercialized that the presidents have had to resort to "high pressure" methods of salesmanship and literally must attempt to "sell the college" to the patrons. The natural result is the development of a distinct technique on the part of the Field Secretaries.

Methods of Support

The technique by means of which the small denominational woman's college has survived, when analyzed from the sociological standpoint, presents an instructive chapter in competition and in economic adaptation.

The denominational colleges for women derive their support from income on endowments, fees of students, and gifts from individuals and religious organizations. The aid from the churches has been largely in the form of gifts of buildings and equipment. The churches have not made any large gifts toward endowment. One difficulty in discussing finances is that until recently Missouri colleges have had no definite financial policy which was typical or uniform. Even now a majority of the colleges use methods of accounting which makes comparison and analysis impossible. Many of them list the value of their dormitories as endowment, the argument being that dormitories produce income. The term *endowment* as used by the writer means money that is actually invested in securities and is producing an annual income.

Methods of Renting Colleges to the Highest Bidder and the Evil Results

The usual custom prior to 1915 was for the college board to rent the buildings and equipment to some individual who would pay all the running expenses, keep up the repairs, purchase equipment, pay a fair rent, and make out of the college what he could.[1] The result was that operating expenses were kept at a minimum, only necessary equipment was purchased, and practically nothing was spent in building up an adequate library. When every expense meant a decreased profit for the leasee, he was sure to see to it that expenses were kept as low as possible. The natural result was the coming into existence of competition which has developed until peculiar methods have become the usual practice. The college boards of control were willing to accept this policy of renting the college, as in some cases this was the only method of keeping the institution open. This method also meant that the members of the board were not called upon to spend any large amount of time on college business. They were asked to attend one or two board meetings during the year, and their responsibility was then considered to be over. In some instances where there was a change in the presidency, the departing officer took with him all the college records and as much furniture and equipment as he could use.[2] His purpose in taking the records was probably his desire to prevent the board from knowing what profits he had made during his regime. This system of operation naturally prevented any individuals from making large gifts to Missouri denominational colleges for women.

The President Placed Upon a Salary

The evil results of the rental plan finally led to a change in policy in the colleges for women in Missouri. The president is paid a salary; any profits which may be made revert to the college. This change came as the result of a number of disastrous experiences. In some cases individuals were exploiting the college to accumulate personal wealth. In others, the president declared he was unable to meet the existing obligations; in order to save the reputation of the institution, the Board had to raise an amount sufficient to pay the outstanding bills.[3] The most important cause of the change in policy was the realization that the highest type of man would seldom be willing to enter into such a financial agreement. In many cases where individuals were willing to undertake the work, it was evident that they were not

(1) The writer knows personally four presidents who had such an agreement with college boards.
(2) The writer knows personally two presidents who followed this policy.
(3) The author has personal knowledge of one case in which this happened.

desirable for the office. The result of the new policy was that the type of men who became president of these colleges were men who were supposed to be primarily interested in the education of women rather than in financial gain.

The Ghost of An Annual Deficit

The ghost of an annual deficit in the college has given rise to practices which are undesirable in educational work. While the colleges for women are supposed to be self-supporting, in reality some of them are probably running with an annual deficit. This fear of a possible shortage requires that the president give much time and energy to seeking out and cultivating persons who are financially able and may be induced to make substantial gifts toward the education of women in Missouri. The result is that the president has little time to devote to the study of academic problems. Because of this financial condition there is often little money to be spent on new educational departures. When a new department is to be created, an effort is made to induce prospective givers to help finance the project.[4] Frequently the college will resort to the expedient of offering to name a building or department after the donor.[5] Persons are also asked to endow a "chair" which will be named after them.[6] But even then large gifts are seldom made.

The annual deficit which usually results in Missouri women's colleges is due to one or more of the following causes:

1. *The Increase in the Cost of Maintenance.* This increase includes (1) the higher salaries of the faculty and administrative officers, as well as (2) the rise in prices of equipment and operating expenses, and (3) the large amounts spent on publicity. This question of cost of operation is one of the most important problems of the junior colleges for women. While there has been no great increase in prices since 1920, during the period from 1914 to 1921 there was an increase in salaries as well as in the price of commodities. During the earlier history of these colleges for women, the chief reliance for finances was on the tuition and fees paid by the students. As cost of maintenance increased, the president realized that there was a maximum beyond which they could not increase the cost of board and tuition.[7] The result was the addition of various fees.[8] In some cases the additional charges were as small as fifty cents, in others as large as $200.00 (for music). While the catalogue stated that extra fees were charged in certain courses, the patron usually did not understand from the printed announcement that his entire bill was not covered by the charge for board, room, and tuition. Such ambiguous statements often resulted in dissatisfaction being created in the mind of the patron.[10]

The colleges naturally wanted to get away from the fee system, and a possible relief of the financial stringency was to attempt to increase the enrollment. Just as a factory is more profitable if it is run at full capacity, so a profit might result to the college if the enrollment could be swelled to tax its capacity. The amount paid by students for literary tuition does not cover the actual cost of instruction, but running the boarding department on a large scale usually results in a profit which will help carry the other expenses. Thus competitive methods were developed which have hampered the efficiency of the junior colleges in Missouri.

While the majority of the colleges in the United States today are depending

(4) Two cases of different institutions are known to the author.
(5) *Ibid.*
(6) Illustration of such gifts are known by the author.
(7) The author has discussed this situation with the presidents of five colleges.
(8) See catalogues of the various colleges for lists of fees on expense page.
(9) *Ibid.*
(10) Several patrons have discussed this situation with the author.

on income from endowment to help pay the expense of operation, the denominational colleges for women in Missouri (with the exception of Lindenwood College and William Woods College) do not have large endowments.[11] Those which possess endowments of $100,000 or more are the following:

Lindenwood College	$1,702,739.00
William Woods College	388,000.00
Palmer College	115,000.00
Hardin College	106,000.00
La Grange Junior College	100,000.00

It is thus a question whether the prices now charged by the Missouri Colleges for women are high enough to cover the actual cost of the instruction given. With the higher standards required in the way of equipment and adequately trained faculty, the expenses of operating a college have materially increased. The members of the average college board resist any attempt to increase the charge.[12] They urge that the rates be kept as low as possible so that women students of average means may be able to attend. Worthy as such an ideal is, the fact remains that a majority of the students who are taking advantage of these low rates are well able to pay the actual cost of their educational advantages. It seems only fair that they should be required to pay an adequate amount and that other means be found to assist the poorer students. The young woman who is physically fit can help earn her way through college, and with the assistance of a loan fund, she should be able to pay her share of the actual charges.

It must be remembered, too, that a large item in the cost of a college education is the amount of money which the students spend on outside interests. Usually the parent is liberal in the amount of spending money he allows his daughter and then criticizes the college for permitting the students to be extravagant.[13] (This phase of the financial question is discussed more fully in a later section.) Since it is quite evident that in some cases the charges made by the colleges are too small, it is possible that if there could be an agreement among Missouri colleges for women to revise their charges on a *cost plus basis* and adhere strictly to the stated prices, much benefit would result. This revision of charges would not be a universal increase in prices. In some cases the charges already listed are too high, considering the equipment of the college. There are at present several colleges in Missouri whose rate of charges is out of proportion to the actual cost and the advantages offered.[14]

The attempt of the Missouri Junior College Association to standardize rates by getting the presidents of all the colleges in the organization to agree to make the same minimum charges has given some institutions a decided advantage.[15] There need be no criticism of different rates if each institution sees that its charges are based on actual cost and that full value is given for all charges made. The parents of prospective students would be willing in some cases to pay a larger amount if they knew that the advantages offered were superior. In colleges, as in the business world, it is not possible to run a first class institution on second rate charges.

While the prices of tuition and fees have been increased during the past, the proportion of increase has not produced a sum sufficient to equal the general increase

(11) *College Blue Book*, Vol. I 1924. p. 322. Edited by Auber Wm. Hart. This situation is not peculiar to Missouri colleges but exists in those in other states.

(12) Members of college Boards have discussed this situation with the author.

(13) Members of college Boards have discussed this situation with the author.

(14) After careful study this seems to the author to be a fair statement.

(15) The author has heard this question of minimum rates discussed in the meetings of the Missouri Junior College Association.

in the cost of operation. One difficulty now is that the catalogues are not standardized, and in some cases it is difficult for the patron to knowwhat the actual expense will be. The catalogue contains a statement of fees and the charge for board, room, and literary tuition. It has been shown that the average patron figures that this latter charge is the amount he will have to pay. Then after his daughter begins her college course, additional bills are sent home, until in some cases the patron finds that his original estimate of cost is wholly inadequate. There should be a clear and definitea statement in the catalogue telling exactly what the charges will be, so that parents may know just what obligations they are assuming when they register their daughter for a given college.[16]

The standardizing of the junior college catalogues might be the task of the University of Missouri, whose Committee on Junior Colleges can see to it that the catalogues contain only frank statements of the actual conditions which exist and that all extravagant statements are eliminated. Under present conditions it is not always possible to have any true idea of a given college from reading the catalogues. The elaborate viewbooks which have been issued by some of the colleges are samples of the science to which photography has been reduced. A long distance lens on the camera will make a small pond appear to be a beautiful lake of large size.[17] Other tricks of the trade are used until the new student is often unable to recognize any of the surroundings when she finally arrives at the college. Not only the catalogues but the college viewbooks should be passed on by a censor if actual conditions are to be pictured.

In the early history of the Missouri colleges for women, the charge for board, room, and literary tuition was supposed to pay the running expenses of the institution. In reality this amount was not sufficient, and the result was the addition of fees which varied in amount. The great increase in fees indicated that the college authorities hesitated to list a charge which would be sufficient to cover all expenses. A change of policy did not take place until the outbreak of the World War, and the tendency now is to charge a flat rate and allow the student to take any class work she may desire.[18] An additional charge is still made for private instruction in music, art, and oratory, but one rate covers all class instruction.

2. *Reductions to Students.* While the prices stated in the catalogues should be adhered to by the college administration, certain discounts to women might be considered legitimate, as those to honor graduates of high schools.[19] A brief discussion of the more undesirable reductions follows:

a. Reductions to the daughters of ministers, army men, or persons actively engaged in religious work, or in teaching. Since some persons (army men and some teachers) engaged in these professions are now paid adequate salaries, there seems to be no necessity for such rebates. In reality, the probable reason for allowing discounts to the daughters of such persons as those named above is to win the good will of the minister or teacher, so that he will use his influence to direct prospective students to the particular college which makes his own daughter the best financial offer. This is simply another phase which has developed with the increase of competition.

b. Reductions to students of superior ability in some one line of activity,

(16) Knowing the confusion which exists in the minds of a number of patrons, the author makes this suggestion.

(17) The author knows of two such cases.

(18) The expense page in the catalogue of several Missouri Junior colleges indicates this tendency.

(19) This is customary in a majority of the colleges.

as in music, debating, or athletics.[20] There seems to be little distinction between this practice and the buying of athletes, which is forbidden—but indulged in— in the colleges for men.

c. Reductions where two sisters come from the same family, with a larger reduction if they happen to be twins.[21] If the price as stated in the catalog is fair and is on a cost plus basis, this means an actual loss to the college. Two girls who attend the institution are the same expense whether or not they happen to be related.

d. Self-help. Another method of cutting rates and at the same time making the reduction appear legitimate is to offer large discounts to students are who supposed to help in the college offices, dining room, etc.[22] Legitimate student labor is not included in this discussion. However, often the assigning of nominal duties is a mere excuse for a reduction.

3. *Scholarships.* Every college receives many applications from students who desire to earn part of their expenses. The president of the institution is anxious to assist as many such students as possible. Some of these deserving girls are admitted even though they cannot pay anything toward the cost of their education. Others are given scholarships which are really not gifts, the student being required to work a certain number of hours a week, the number of hours of work required being based upon the amount of the scholarship.[23] The result of this practice was that the college received indifferent service due to the lack of feeling of responsibility on the part of the student. Lindenwood College adopted a more business-like method several years ago by placing the student's name on the monthly payroll and requiring some service of each student who accepted a scholarship. Paying in cash for the service rendered has given the employee a feeling of independence in that she no longer feels that being assisted is the result of the generosity of the administration, but is due to the fact that the service rendered has a definite monetary value. There has been a noticeable improvement in the character of the work done. The student realizes that if she is to continue on the payroll she must render prompt and efficient service.[24]

Another reason for the increased cost of operation of the Missouri denominational colleges is the increased amount of money which the college spends on entertainment.[25] Frequently the college will arrange to give banquets to the prospective students and their parents. The most expensive hotel is selected and the more elaborate the party, the better chances there are of gathering in a large number of prospective students. Some colleges set aside a week end during the year for the entertainment of parents and younger sisters. The hope is to gain the good will of the parent and the interest of the younger girl in that particular college. Entertainment on such a large scale increases the cost of maintenance, and in the end such expense is borne by the patrons. The men who serve as field representatives for the

(20) *Ibid.*

(21) The author knows of such discounts being made by one college.

(22) *Ibid.*

(23) *Ibid.*

(24) Another form of scholarship which was popular a few years ago was for the college to sell scholarships of the value of $50.00, $100.00, or $200.00 to any church or person who would buy them. These scholarships might then be given to any girl who entered the college, and her bill would be credited with the amount which had been paid. Several Missouri colleges were able to keep open because of the income which came from the sale of these scholarships. Another plan which was tried a number of years ago was to appeal to the various churches in the State to furnish a room in the college. This room was to be reserved for the use of some girl who was a member of that congregation. The usual cost of furnishing a room was placed at $60.00 to $70.00. (At various times in their history several colleges have tried to raise funds by the sale of such scholarships.)

(25) Two colleges have used this method in getting students.

college are authorized to spend funds on the entertainment of the parents of prospective students "in order to sell them."[26] Just as in the commercial world an attempt has been made to decrease the expense of lavish entertainment of buyers, so all the above expense should be eliminated if we are to put education on a high and legitimate basis.

4. *Advertising and Publicity*. The amount spent on advertising is sometimes out of proportion to the amount of the annual income of some of the denominational colleges for women. Competition seems to make this expenditure necessary, although such expense has materially increased the cost of operation. In addition to the amount spent on entertainment, large sums are spent annually to keep the college in the public eye.[27] This tendency is similar to the present condition in the commercial world. The colleges are merely using the methods which have been developed in the business world where large sums are spent annually to keep the corporation before the public. The writer raises the question whether education has to go forward on such a basis.

Before the Civil War, and even later, the various colleges for women in Missouri published annual catalogues, setting forth the merits of the particular institutions, and the administrations relied mainly on the support and cooperation of former students and alumnae to direct prospective students to them. Occasionally a dignified statement regarding the college appeared in the denominational publications. Now this method is a thing of the past, and the most expensive advertising campaigns are provided out of the annual budget. Such methods would not be necessary if the colleges possessed adequate endowment, and if they could retain their students from year to year so that a spirit of real loyalty could be developed.[28] In this case every former student would strive to send young women to her own Alma Mater.

The publication of the annual catalogue alone is a terrific expense. The book has become more elaborate and expensive each year, and it is not unusual for a college with the enrollment of 350 students to issue 5,000 copies of its annual catalogue.[29] The college bulletins or magazines are published monthly and the bill for postage alone is staggering. The advertiser and the publicity man or woman are now as much a part of the junior college for women as he or she is of a corporation. In some cases the publicity expert is on the annual payroll, and it is his or her task to get as much copy as possible in the local and city papers.[30] One junior college furnishes an office free to an Associated Press representative in return for articles and pictures he is able to "get into" the city papers.[31] It seems as if the more sensational and trivial the articles, the easier it is to secure their publication.[32] Last year a girl who had been to a summer camp happened to have her picture taken with President Coolidge and got a big headline for one college. "The Twins in Vaudeville" drew a large picture in another paper. Today the machinery or organization to advertise and secure publicity must be a part of a college if it is to keep its head above water financially.

This is simply another indication of the fact that our denominational colleges for women in Missouri, are in a transitional period which is dominated by rank

(26) This policy is used in at least two Missouri colleges.
(27) At least four colleges are particularly seeking publicity.
(28) The author believes such methods would bring the desired results.
(29) This proportion applies to at least two colleges in the State.
(30) At least 4 colleges employ a person to handle the publicity.
(31) Told to the author by two persons who knew the representative of the press.
(32) Opinion of the author. Such articles have more publicity value than educational discussion.

individualism that employs the methods which have been developed by the large business firms of the twentieth century.

The publication of a college annual is a means of publicity which is a drain on the finances of the young women students.[33] Since the students are members of a number of college organizations which have sections in the book, each girl is required to pay for each time her picture appears. The result is that the expense of the student is from $10.00 to $12.00 a year, which in some cases includes the price of one copy of the book. College Annuals sell at $3.50 or $4.00 a copy, and, even then in many institutions, the publication results in a deficit which is assumed by the college. The elaborate scale of the yearbook makes it difficult to publish on the amount of money which the book brings in. This is often due to the fact that the small colleges attempt to imitate the elaborateness of the Savitar of the University of Missouri. The small college for women wants a book which will compare favorably with the Savitar.[34] However, the college administration frequently encourages the students to make the annual as elaborate as possible, as it is used by the field representatives in soliciting prospective students. The attempt to issue the best annual, and thus win the State prize, is an incentive to make the book more distinctive each year.

It must be recognized that the competitive situation in the commercial world has led the publishing and the engraving companies to feature elaborate college annuals. Their salesmen attempt to induce the college to issue as elaborate books as possible, and in talking to the college presidents these men emphasize the publicity value of such publications.[35]

Another source of expense which the Missouri colleges for women assume is the employment of field secretaries whose duties are to travel during the year visiting the high schools and creating interest in the college. These men are considered as essential as a football coach is to a university.[36] This necessitates an increased administrative budget and too often the result is that the budget for the teaching faculty must be curtailed. A field secretary of ability may demand a high salary, as the president feels that the success of the college depends upon such a person. The average college employs a number of additional men as field representatives and again the expense of operation is increased. The work of these men is discussed in a later section.

It has been shown that the increase in cost of operation has been constantly growing; that it was impossible to continue increasing the charges beyond a certain maximum; that the wholesale reduction to students and the enormous amounts spent on publicity have led to a condition which results in an annual deficit in many of the Missouri denominational colleges for women; and that in order to swell the income of the institutions, the administration must constantly seek gifts from persons who are interested in the education of women. This condition means that much of the time and energy of the president must be spent in cultivating prospective donors. If the colleges were on a self-supporting basis, the president would not have to resort to pleas for gifts. In this case, too, the larger donations would probably come unsolicited, as persons of means prefer that their gifts be identified with a successful institution rather than one that is fighting to continue to live. Under these conditions, too, persons would be willing to make gifts, for they would then have some assurance that the money would be spent only for the purpose for which it was donated and

(34) This is probably suggested to the students and faculty by the printers seeking contract.
(33) Numerous students have discussed this situation with the author.
(35) The author has had this suggestion made to her by representatives of several commercial concerns.
(36) Opinions of the author based upon twelve years experience in Missouri colleges for women.

would not later be diverted to make up the annual deficit or to serve some other purpose.

In Missouri as in other sections of the country it is noticeable that women who have the means to make large gifts to education tend to make them to a university or a coeducational college.[37] Mrs. Margaret L. Butler is the one woman in Missouri who has given as large a sum as a million dollars to a woman's college. She established a precedent when she bequeathed to Lindenwood College over a million and a half dollars in a single bequest. This reluctance on the part of women to make large gifts to colleges for women is apparently not due to the fact that they do not have the money to give, but seems to be due to a lack of faith in the future of the women's colleges. A study of the large gifts to education in the East shows that women have been some of the largest donors, but they have usually made their gifts to the colleges for men or to coeducational institutions.

Although the majority of the colleges in the United States have made drives to secure endowments or to increase the present endowments, the denominational colleges for women in Missouri have not been able to secure any large amounts. In many cases the subscriptions which have come in have been used to help with the running expenses and the purchase of additional equipment and have not been applied to the endowment. The various denominations will probably not undertake the raising of large endowments while their interests are divided among a number of institutions. If there could be a consolidation of colleges in Missouri so that there would not be more than one college for men and one for women of each denomination, it might be possible to endow them properly. Not even with the concerted effort made in the "Missouri Movement"[38] of the Christian Church was it possible to raise any large amount. It is not clear how many large funds may be raised under present conditions.

It is possible that these colleges for women in Missouri will have to resort to modern methods and employ professional managers to conduct campaigns for endowment. Other organizations have had to resort to really modern methods for raising funds.

In the preceding sections it has been indicated that the financial organization of the denominational college for women in Missouri, has attempted to solve two problems: (1) enrollment of students, and (2) the problem of support.

Field Secretaries

The result of this attempt to secure students has been the development of a distinct technique on the part of the field representatives. Some of these men seem to have used unusual methods, but it must be kept in mind that their chief business is to get students. Their success in their work and their income depends on the number of students they are able to register for their college, and the result is that they use any methods which will bring them the desired results. The college president does not always inquire what methods are used. His interest is in the number of students secured. These peculiar methods of securing students undoubtedly had their origin during the period when colleges for women were rented to the president, and it was to his interest to secure students by any method he found would bring results. In the absence of any code of ethics, governing these matters which is accepted by all the colleges, we have in Missouri the development of extreme individualism. Each college has accepted a method which will bring a large enrollment.

(37) The author made a study of the gifts to education and this condition seems typical.

(38) The object of this movement was to raise $1,000,000 for education in Missouri in 1924. This sum was to be divided among the educational institutions of the Christian Church.

The placing of the president on a salary has not altered this competitive situation but has resulted in placing competition on a more dignified basis and has resulted in securing a higher type of man as college president. He is a better business man from the standpoint of the financial management of the college. This is clearly shown by the fact that colleges with little or no endowment can continue to operate. That he does not in every case have high educational ideals may be inferred from the practices of the field men, whose technique has become highly specialized.

Since the solvency of the institution now depends largely on the fees which are paid by the students, competition is inevitable and more intense. In order to retain his position, the president is expected to show an annual profit, and he cannot afford to be too inquisitive about the methods his business office permits. Some of the practices will be indicated in the following discussion.

The Technique of the Field Men

Missouri denominational colleges for women still employ field agents to recruit women students. In the past these representatives were employed for a few weeks during the summer to register prospective students. The contrast in the methods used now and then is shown by the procedure.[39] A few years ago the colleges for women employed both men and women for this work. If it was possible to send women, they were preferred. The representative would be sent to a given town and would secure the best room in the largest hotel. The college office would see that there was an item in the society column of the daily papers saying that Miss ....., who was representing ..... College, was registered at the ..... Hotel, and any student who cared to interview her might call. Letters, giving the same information, were also sent to any students in the town who had had correspondence with the college. After the students and their parents had called, the representative would personally investigate the social and financial standing of the applicant by interviewing the persons whose names had been given as references. If the representative decided that the girl was desirable as a student, she would wire the college office to accept the registration. If for any reason she decided that the student was not desirable, the college notified the parent that they could not receive the application.

The procedure is vastly different today, because of the keen competition which has developed among Missouri colleges. Field men are now employed on an annual basis or for the spring and summer months, and it is their business to call on every girl in the specified towns who might attend college. Every person who has written to the college for a copy of the catalogue must be interviewed, and fortunately now there is no attempt to avoid registering girls of Jewish parentage, although some Missouri colleges for women in the past refused to accept Jewish students.

As has been indicated, men are now preferred as representatives rather than women, the reason often being that young girls prefer to talk with men. An effort is made to secure good-looking men—preferably those who are members of fraternities, and these temporary employees who have had experience travelling for a woman's college command a high salary and all expenses. An effort is made to retain the same representative from year to year, so that they can keep in touch with prospective students they meet in the course of the summer. Men who travel the same territory from year to year begin calling on a girl in some cases while she is a sophomore in high school, so as to have her lined up for *his* college when the time comes for her to register. These men have their routes arranged for them by the college offices. On starting out they are given a list of possible students in each town

(39) The author has represented two junior colleges for women, in the summers of 1911, 1913.

they are to visit. The representatives supplement this list with names which they get in the town by calling on the minister of that particular denomination, the high school principal, and even by asking the boys at the popular soda fountains what girls are going away to college.

The field men are equipped with engraved calling cards, with the notation that they are representing ..... College. They have leather bound copies of the annual catalogue and the viewbook, as well as a large memory book filled with kodak pictures of college life, souvenirs of stunts and parties, and any other information regarding athletics, sports, etc., etc. These are the things which naturally interest young girls. Since the success of the representative is determined by the number of students he is able to register, it is quite natural that he does not always emphasize the fact that the scholastic standards of the college are high.[40] He will be sure to state that the college is accredited, and that a girl will receive full credit for all her work if she decides to enter the University later. Since competition is keen the representative sometimes exceeds his instructions and either makes promises which he knows the college cannot fulfill, or he will not conduct a clean campaign. Cases are known where the college administration has discharged men who had not been fair in the methods used.[41] On the other hand, there are probably cases where the representatives who used the novel methods were retained.

Cases Illustrating the Methods Used

Case 1. The guarantee was made by a field representative that if girls would register for a particular college they would be assured membership in a sorority. It was not stated that the majority of such organizations in that college were merely local clubs which had been given Greek names by the college authorities. Of course membership in such a "sorority", so called, would not be of great importance.

The writer is aware that many young girls and parents believe that membership in a sorority does carry with it a certain prestige. This is particularly true in certain sections in Missouri.

Case 2. The promise was made that students who enrolled might select only the studies they wanted to take—no required courses would be imposed after the girl reached the college. While this promise might easily be fulfilled, it would mean that if the student should later decide to become a candidate for a degree, she would not meet the requirements for graduation. It seems as if college authorities should encourage students to take courses which lead to a degree so that they might make the best possible use of their college years.

Case 3. Students in ..... College cannot fail a course, the argument being that the student may receive *reduced* credit but cannot entirely fail the course. It is not explained that reducing the credit is really failing in part of the work and that such loss of credit may prevent graduation with her class. This is one of the most effective arguments which field representatives have used.

This same college president has stated through the press that "the function of a college is to educate—not eliminate." All will agree that there is some truth in this theory, but at the same time some of the best known educators in the United States are agitating the elimination of the non-serious students so that the ambitious students may be educated. Many serious students of education will probably agree with the writer that our colleges today must eliminate these students who evince no desire to take advantage of educational opportunities. President Brooks of the

(40) Since it is generally recognized that scholastic standards are high in the University, this argument is more important in recruiting girls for the women's college.

(41) Two men who were not retained by one college are personally known by the writer.

University of Missouri has well stated the fact that we can't turn our colleges into country clubs and do a high grade of scholastic work. Our colleges for women in Missouri must place greater emphasis on scholastic work rather than attempt to retain in the student body every young woman whose parents can afford to pay the bills.

Although much dissatisfaction results from this overadvertising, the patron is often helpless, as some of the colleges require that sixty per cent of the bill for board and room for the year, and all of the literary tuition for the year be paid before the student is enrolled in the courses.[42] This means that if the parents try to enter a complaint and perhaps withdraw the student the college will make no refund on the amount paid. The only refund that is recognized is that in which the student is seriously ill and the fact is certified to by the *college physician*. It is true that there must be some protection for the college, as the faculty is engaged for the year and other expenses incurred, but on the other hand the ruling does give the college an advantage, and in the majority of cases the patron decides that rather than lose so large an amount of money he will have his daughter complete the school year. This explains in part the large change in personnel of the student body in some colleges each year.

The activities of the field men are also directed toward securing a student who either has decided on another college or is actually registered to attend a particular educational institution. The presidents of the colleges in the Missouri Junior College Association agreed that they would not attempt to induce a student to change after she had once decided on a college.[43] The usual custom is that the parent make a deposit of $20.00 at the time of registration and if the student does not attend the college she loses the deposit.[44] One Missouri college for women has made a rule that if the contract is cancelled at any time during the summer, this fee will be refunded.[45] Some officials of other colleges say this is merely a clever scheme to prevent other representatives for presenting the merits of their colleges. A girl will not hesitate to sign if she knows that she can get a refund on her deposit at any time, and in the meantime the representatives of other institutions are supposed to consider this a *bona fide* contract and make no attempt to interest the student in any other college.

One college for women in Missouri is said to have stated that their students might enter Vassar College without examination.[46] That was a strong talking point for the representatives of the college concerned. An inquiry sent to Vassar brought the following reply:[47]

Vassar College,
Poughkeepsie, New York

June 9, 1924

My dear .....

Your letter to Dr. Mac Cracken has been referred to this office. The information you have received about our arrangement with ..... is not correct.

(42) See Expense Page in the various college catalogues for details of payments.

(43) The writer has heard this agreement discussed in five meetings of the Missouri Junior College Association.

(44) See Expense Page of the various college catalogues for this statement.

(45) The writer has a copy of this application blank stating a refund will be made if the student does not enter college.

(46) The writer has newspaper clippings and letters covering this case.

(47) Letter in possession of the author.

We have agreed to accept students into our junior year who have passed College Board Examinations in fifteen units acceptable to Vassar, and who offered examinations in their two years work at ..... College, set by Vassar departments and graded by them. The only exception to our usual practice is that the examination may be taken at ..... College instead of at Vassar College.

If there are any other questions, we shall be glad to answer them.

Yours cordially,
HELEN SANDISON
Secretary, Committee on Admission

This same arrangement probably might be made by other colleges in the State. Since there are a large number of Missouri girls who would like to enter Vassar without examinations, this was a strong argument in influencing students to register for ..... College. Many of the patrons said this must be the best college in the State, or such an arrangement would not be made with a college of the standing of Vassar.[48] This propaganda was based upon a partial truth only, and the average patron would not take the trouble to inquire of Vassar College whether the facts were true as stated.

Another possible indication of the education practices of some Missouri junior colleges may be shown in the following incident: Articles printed in at least two cities in Nebraska stated that one Missouri junior college "had been admitted to the association comprising the six best girls' colleges in the United States. The other ranking schools are Bryn Mawr, Smith, Wellesley, Mount Holyoke, and Vassar Colleges."[49] An inquiry sent to these colleges stated that there was "no such association in existence, and that ..... College was not connected with this group in any way of which I am aware."[50] If this president was misquoted he did not make any correction of facts through the press.

Some of these incidents seem trivial and unimportant, but as the average parent knows nothing about colleges or college procedure and he is more or less at the mercy of the representatives who come to present the merits of the particular colleges. The parent is soon hopelessly confused after talking with one or two representatives as each one proceeds to tell how worthless all of the colleges are, except the one he happens to represent. Perhaps the very same day the parent is interviewed by still another representative who tells him that his is the only college in the State which is worth considering.[51]

Competition Between Women's Colleges

The above incidents indicate the fact that competition between Missouri colleges for women is very keen. In fact, the past summer showed the college president that drastic measures must be taken to increase their clientele. The campaign of 1924 was the most thorough in the history of these Missouri colleges.[52] To indicate how thoroughly the campaigns were organized, one high school senior is said to have been called on by the representatives of seven Missouri colleges within three days from the date of her graduation.

An illustration of methods which are possible under the present competitive situation is the case of a college which is a few miles from a competing institution for women in an adjoining county. The former college last summer ran large adver-

(48) Statement made to the author.
(49) The author has these clippings.
(50) Letter in possession of the author.
(51) Numerous parents have discussed this situation with the author, telling of their confusion.
(52) Three college presidents told the author of their difficulties in securing their usual quota of students that summer.

tisements in the home papers of the town where the neighboring college is located. These advertisements seemed to insinuate that the local institution was not of the same high grade as the college in the neighboring town.[53] This is indicated in the following quotation:

> "The chautauqua platform, concert stages, college class rooms and the drama today have women who gained their positions through hard work and proper training.
>
> "No certain territory produces all the 'Stars.' They come from everywhere. Women of ..... County can attain the same distinction. *The New Dramatic Department of .....College is the Avenue.*
>
> "It has been established to develop the talent of ..... County and surrounding counties that seek a new field and that gives promise of being capable of rising to places of prominence in the histrionic field. ..... College wants to Help. Hours arranged to suit. No other college has risen to meet the needs of the time in this respect like ..... College. A post card or phone call to the college office will bring a representative to you."

The placing of such advertisements in the home papers of neighboring small towns where competing colleges are located would seem a violation of the "gentlemen's agreement" which should exist among college presidents in Missouri.[54]

If, as has already been suggested, a code of ethics could be adopted by these colleges, these present difficulties of competition would be eliminated.

(53) Since the advertisement appeared in a Missouri paper the source is not given by the author who has the clipping.

(54) This suggestion of a "gentlemen's agreement" was made to the author in March, 1926, by a Professor in the University of Missouri.

CHAPTER V

THE TECHNIQUE OF SUBORDINATING EDUCATIONAL STANDARDS*

The Pressure of Higher Standards

One reason for this keen competition in Missouri, among the colleges for women, is the pressure of higher standards; and, strange as it may seem, this competition actually has in *one* way caused lower standards of scholarship.[1] Competition among the colleges increased as standardization required larger and better equipped faculties, larger libraries, and improved physical equipment. This meant that the college president *must* have students in order to pay the increased cost of operation. To secure this larger income he must sometimes accept students who are poorly prepared for college work, or those who are not high school graduates and desire to enter college classes as "special students."[2] Since all the Missouri colleges for women are attempting to increase their enrollment, dubious methods of securing students are sometimes resorted to in the hope of gathering in as large a number as possible. While high scholastic standards are not often emphasized by the field agents in soliciting students, there is no doubt that the raising of standards by the University of Missouri means that, if the college is to continue to grow or even to hold its own, the work must be accredited by other institutions of higher learning.[3] The raising of standards has been of value in that it has resulted in the weeding out of the curriculum of the woman's college many of the so-called ornamental courses, and in that it has resulted in the addition of more solid worth-while courses. This raising of standards in the colleges for women has been more difficult than in the tax-supported institutions, because of the character of the patronage. "A large proportion of the students in the private colleges for women in Missouri are from homes of wealth, where the possession of so many comforts of the physical and even intellectual character has a tendency to rob their lives of the incentive to struggle for something beyond, something higher. Then again, not being amenable to the masses of their constituency, the public schools can afford to be somewhat more independent in their dealings with the refractory or indolent; and hence there is a tendency to make intellectual and spiritual hospitals out of the private schools."[4]

There seems to be no question but that the private colleges for women in Missouri have not demanded of their pupils a high enough standard of work[5] when the fact that the loss of a student means a loss of income, it is perhaps natural that an effort is made to nurse the student along and keep her in college. An added factor is that each student and her family have some influence in their home town, and in order to avoid hard feeling, there is seldom an elimination of those who are making no effort to do a high grade of work. This is no argument ruthlessly to eliminate every student who fails to make the desired grades, but it is a plea that when a student

*The title of this chapter is indicative of an interesting method of administration. The presidents of junior colleges in Missouri have been quick to recognize the fact that educational standards must be emphasized if the enrollments are to increase or even to maintain the present numbers. At the same time the expenses must not be unduly increased and the students enrolled must be retained more than one year. Consequently, adroit methods of administration have evolved. Some of these methods are discussed under the title of "The Technique of Subordinating Educational Standards."

(1) A study of conditions by the author seemed to indicate this fact clearly.

(2) Such cases are known to the author.

(3) See Proceedings of the *Fourth Annual Meeting American Association Junior Colleges*, Chicago, 1924, p. 27.

(4) From a letter written by former President George F. Ayres, Lindenwood College.

(5) This fact has been recognized by many serious students of the problems of the education of women in Missouri. The author has discussed this subject with various members of the University Faculty.

shows that she has no real interest in her educational work and makes an indifferent effort, that she should be eliminated if she fails to heed the warning of the officials.

Increasing Luxuriousness of Dormitories

Another regrettable tendency in the private college for women is the increasing luxuriousness of the dormitories.[6] This is especially to be regretted where there is a large additional charge made for certain buildings. It is quite evident that a dormitory which is equipped with electric elevators, and a private bath between every two rooms entails a large expense for upkeep, but, on the other hand, the assignment of rooms on the basis of payment of an additional fee is conducive to artificial standards and is not democratic. The point may well be made that such buildings have an artistic influence, and that the students who have had limited experience can thus acquire an appreciation of the artistic. There is some truth in this argument yet the fact remains that it is quite possible that a building may be artistically and attractively furnished and at the same time not require the expenditure of such large sums of money. For, after all, such expense does increase cost of maintenance and in the last analysis increases the cost of an education. The result of this tendency toward the provision of luxurious dormitories is that the junior colleges are fast becoming colleges for the wealthy girl only, as the increased expenses can not be assumed by the girl of limited means.[7] At the same time there is a demand for such accommodations. The college has been quick to recognize the fact that rooms in such buildings are in demand among a certain class of students—the daughters of the well-to-do. The result is that too frequently in order for the college to live and at the same time provide these luxurious quarters which the modern student demands, the college must be a "loafing place for mediocrity" or "a social center for the parasite." One writer has very aptly described a similar condition by the phase "the softness of superficiality." These Missouri colleges for women should place greater emphasis on scholastic attainments and less stress on the mere ability to pay large fees. The college which will be able to render the greatest service is the college which emphasizes scholarship and the development of character, rather than material comforts and the possession of wealth. As a member of the faculty of one college said to the writer: "We advertise a private bath between every two rooms; how much better it would be if our students were so carefully selected that we could say one full sized brain between every two rooms."[8] This, of course, is an exaggeration of conditions, but the fact remains that many immature girls are entering college who are not prepared to do the scholastic work. These luxurious dormitories mean that the current expenses of the college are large, and the business office sees to it that students are in every room if possible, even though this large enrollment means the admission of preparatory students or those who are really not prepared to do college work. The constant striving to provide all the novelties and luxuries which may be had in some other Missouri colleges for women often means that expenses must be cut along some line.[9] These novelties vary from electric elevators to radio broadcasting stations. Everything in the college seems to be thought of in terms of publicity value. One college has received some publicity because it has announced that a brass band will be organized among the students this winter. This is just an illustration of the "brass band" methods which some colleges use to secure publicity. Since students are attracted by novelties and not by solid education requirements, such institutions continue to flourish.

(6) The author can cite cases where such charges are made by colleges
(7) This is admitted by some faculty members and also by parents of limited means.
(8) Told the author in 1923.
(9) The author can cite such cases.

This desire for publicity makes the college administrators constantly seek for items which will be featured by the press. An illustration is the headline which appeared stating "..... College girl the Guest of Pawnee Bill." It is true that the editors of papers are more interested in such items than in real educational information, but some college presidents have undoubtedly gone too far in seeking publicity. It has been frequently said about one college that the public "cannot pick up an issue of the paper without seeing some trivial article about the college."

Some college presidents in Missouri have gone too far in their constant effort "to sell the college to the public." The writer believes that the best type of publicity for an educational institution is the indirect advertising which comes from parents and students who realize that the college is doing a high type of scholastic work and is in *reality*, as well as in *theory* adequately preparing young women for the best type of citizenship.

Problem of Holding the Students and Faculty for More Than One Year

One of the greatest problems which Missouri colleges for women are now facing is the problem of holding their students for more than one year. No college can hope to render a lasting service if its constituency is changing each year. It is not possible to exert any lasting influence on a student body which is constantly shifting. Some college presidents do not seem to realize the importance of this condition. They measure their success by the number of students enrolled and not by the percentage of old students who return to graduate. The wise college president will analyze very carefully a situation which does not cause his students to remain longer than one year.

One reason for the many changes in the student body is the exaggeration or over-estimate of the field representatives of the colleges. "Satisfied customers and satisfactory business are secured on truth." Another reason for this condition is the constant change in some institutions in the personnel of the faculty. An analysis should be made of the reasons why the faculty do not care to return another year. It is not possible to build up any strong spirit of college loyalty and cooperation when the faculty is changing each year. The atmosphere of a college is largely built up around the personalities of the faculty—the men and women who are looked up to by the student body from year to year. Such personalities are the greatest asset of the college, as students who have been inspired by such teachers will want their friends to come under the same influence. This is no plea for the retention of incompetent members of a faculty; but many times a valuable member is lost to another institution when a little spoken appreciation or some financial inducement would mean her return.

Observations of changes in faculty lists have shown that almost invariably after a resignation has been accepted it is necessary to pay a higher salary to the new person who comes in. Many times this same increase in salary would hold the teacher who has resigned. When a member of a college staff has shown that he or she is competent, has personality, is loyal and interested in the college and the students, every effort should be made to retain his or her services. On the other hand, no person should be retained who is not loyal, not willing to cooperate, and who does not have faith in the college, in the administration, and who is not teaching because he or she believes that teaching offers the greatest opportunity for service.

This is a problem which is common to many big organizations where the relations between the employer and employee have become impersonal and secondary. Large commercial organizations are recognizing this administrative difficulty and are

providing for personnel work with the employees. Our colleges are still in the period which existed before the World War when impersonal conditions prevailed.

Aside from the salary question, many changes in college faculties are due to the attitude of some of the college presidents.[10] Too many college administrators look upon the members of the faculty as liabilities, and fail to consider that the college could not function without a teaching staff. This intolerance toward the faculty is shown in the discrimination which is frequently made in some colleges. The faculty are given the most undesirable rooms, and the wishes and desires of the student body are given preference over those of the faculty. Too frequently the students are made to feel that since their presence is so necessary for the functioning of the college, they are free to show scant courtesy toward the members of the faculty.

Social Responsibility of the College

The college of today which deserves the name must recognize its social responsibility to the students. There should be an attempt made by the college to provide wholesome recreation so that the students will not habitually have to "go to the city," "attend the movies," or go to personal expense for diversion. These additional expenses frequently total a large amount by the end of the year, and the parents consider them a part of the cost of sending a daughter to a given college. They also make it difficult for the girl of limited means.

The parents invariably ask the college administration what amount is considered adequate for incidental expenses, and the usual reply is that the girl will spend any amount which is given her by her parents. It is quite true that the college of today is not able to control the amount of spending money of the student, but at the same time the administration either encourages or permits the formation of habits of extravagance. College tea rooms are provided, where the constant temptation is to spend money for food. In too many cases the meals provided by the college are inadequate with the result that the college store or tea room does a rushing business. Sales of sandwiches, cake, etc., are conducted at the college, and the average student is not able to resist the temptation to spend her allowance at once, or in advance. Classes and other organizations give elaborate parties, and a multiplicity of paid entertainments are held at the college until the student has to make constant requests of her parents for additional funds. The morale of the student body is such that the girl feels she must follow the leaders.[11] Parents of limited means usually compromise and decide they want their daughter to enjoy all the advantages that other students have, so that the financial burden is shouldered for the year at least, and in many cases the expense is so great that the girl is forced to abandon her college education at the end of her first year. The college administration must find some solution for limiting the amount of money spent by the students in these ways.

Junior Colleges are Really at the Mercy of Wealth

The Missouri college for women today is really at the mercy of wealth. The well-to-do man will not send his daughter to a college unless certain concessions are made, and the school is forced to *snub back* ideals to secure this girl who can afford to pay the price of admission. After such students are entered in college, the struggle is not over. They must be kept satisfied, and the result is that the emphasis in college

(10) This is the opinion of the writer who has discussed this situation with many teachers in these Missouri colleges.

(11) While it is true that young women of limited means must learn to accept the conditions which the wealth of others make possible, the college can place the emphasis on character and scholarship rather than on wealth.

life is placed on those things which appeal to the student body. The object of the college seems to be to keep the students in school and not to give them an education. Students today do not hesitate to protest that certain regulations are useless. Realizing that a dissatisfied student body will result in many withdrawals and a consequent loss of income will follow, the administration promptly takes steps to appease the students. All rules are laid aside in the spring, and the pupils are given every liberty, while the question of reserving a room for the coming year is being agitated by the administration. This questionable catering to the student body is also indicated by the fact that members of the faculty who are not popular with the students are not retained a second year, and the instructor who has a large following is not only retained but usually receives an increase in salary. In many cases such an instructor is not an outstanding teacher. If a controversy arises between an instructor and a pupil, too many times the administration will support the pupil, regardless of the evident sincerity of the teacher concerned.

There is another tendency which is to be regretted in one or two of these Missouri colleges for women. Some of these institutions do not have social sororities and attempt to meet the deficiency by placing honor educational societies on a basis which is at least in part social.

One such organization is a national literary society which *is supposed* to correspond to Phi Beta Kappa in Senior Colleges. The dignity of this junior college society is unquestionably lowered in a college which permits mock initiations and a so-called "Terror Week" during which time the pledges are required to do menial tasks and are made ridiculous in the eyes of the student body. Such a policy may be permissible in social sororities but the writer believes that it detracts from the dignity and honor of an organization whose membership is supposed to be based entirely "on scholastic attainments, character, and general fitness." There should be a clear distinction between social organizations and those in which membership is entirely honorary.

Administrative Autocracy

One of the greatest sources of dissatisfaction among the student body is the fact that there is no one set of rules governing all the students. Concessions are often made by some colleges to the girls who are from prominent families, and other students are denied these same privileges. There should be one set of rules, and every student should be allowed the same liberties.

Although the majority of Missouri colleges for women state that they have at least a modified system of self-government, in reality there is usually a dictator on the faculty who has the right to dispense special privileges, which creates great dissatisfaction among the student body. There should be a very clear understanding as to just what authority the student council may exercise, and there should be no administrative interference with their decisions in these matters. There should be a feeling on the part of the student body that individuals can go to the administration and talk over college conditions and seek to bring about a better understanding between the students and the administration. In too many cases the young women are made to feel that there is no appeal, and that they cannot even discuss the rules and regulations which may seem to them unjust or inadequate. Such conferences would undoubtedly result in the students realizing that so-called self-government is really authority which is delegated to the students by the faculty, and would lessen the amount of friction in the college. This condition is a queer contradiction in the administrative attitude. This intolerance is hard to reconcile with the laxity in control which exists in some other ways. Frequently the attitude of the president is to exercise arbitrary power by ignoring the self-government organization when

any question of real discipline arises, and at the same time to ignore laxity in the administration of the rules governing study hours and other phases of dormitory life.

In the latter case, a student who is socially inclined and has no scholastic aspirations is permitted to ignore the rules for quiet, during study hours. One patron said that he would not permit his daughter to return to a certain college unless the administration would agree to see that the building was kept quiet enough for his daughter to be able to do some studying. While the rules specify that the buildings are to be quiet during school hours, in reality the students are not kept in order *unless they want to be.* In reply to criticism of this sort the administrators said that students who were old enough to attend college should be able to regulate such matters for themselves. In theory this is correct, but the fact remains that college life is an abnormal life, and many of the students are immature and away from home for the first time and should have some guidance. It is natural for youth to be absorbed with social affairs, and it is the task of the college to furnish an environment conducive to study and to give the inspiration for scholastic attainment.

Another source of dissatisfaction among the students is the fact that in some cases the president and members of the faculty are not persons of culture. Formerly the students were required to dress for dinner, to be well groomed on all occasions, and were given opportunities for gaining social experience. Many young ladies entered these Missouri colleges for women because they wanted to learn the social graces. Today the student soon recognizes the fact that everything in the college is on a business basis and that the faculty too often are not cultured, educated persons.

In fairness to the college for women in Missouri, it must be stated that there is a small number of students who change colleges for no concrete reason. These are the floaters who drift in, abide a few months and then drift out. They are continually seeking a new thrill and are constantly hoping to discover an educational institution where they can live in luxurious surroundings, assume no responsibility, and have no educational tasks imposed. Money is no object; they are willing to pay the price. They are like a child who only knows that it wants a change and cries for the moon.

Analysis of the College President and His Lack of Interest in Educational Attainments

While the function of a college is to furnish an inspiration for study, it is interesting to see that some presidents of these women's colleges do not seem to be sincerely interested in scholastic ideals. This is indicated by the fact that they often are loath to permit a member of the faculty to condition or fail a student. One president frankly said that unsatisfactory work on the part of the student was an indictment of the teacher concerned. There may be isolated cases where the members of a college faculty do not take a personal interest in their students, but knowing the personnel of the average student body makes one wonder why so few fail in courses. Again this is really a financial question, as the president does not want to create dissatisfaction among the students, and thus lose income.

This frequent lack of interest in scholastic standards is further indicated by the fact that these colleges for women emphasize so much the "home life" which is provided for young women and little is said about scholastic ideals and standards.[12] The financial success of the college seems to be of primary importance.

Some presidents appear to have little interest in the efforts of the members of their teaching staff to study during the summer. An illustration of this attitude is the case of a teacher who went to a Missouri college for women on a very small salary,

(12) Again this is an attempt to emphasize the conditions which will attract students to the colleges for women.

thinking there would be opportunity for advancement. She has been there several years without an increase in salary and in the meantime has spent over $4,000.00 studying in Europe during the summers. When she inquired whether her salary would be raised for the coming year the president said, "Certainly not! Why should you spend all that money on travel and study? I am satisfied with your work and the University accredits it—what more is necessary?" In this particular case the college is taking advantage of the fact that the instructor has private means, and the amount of salary paid has no relation to the value of the work done. Another president discourages his faculty from trying to take advanced degrees because he knows that they will expect higher salaries after completing their graduate work. He argues that as long as he is satisfied with their work and the University accredits it, they should be content. Apparently the only interest that some of these presidents of colleges for women have in the higher degrees lies in their advertising value. Scholastic attainment is not always considered.

In discussing the question of salaries of the faculties, it is evident that the junior colleges for women which are located in towns where there are institutions of higher learning have a decided advantage. Much of the teaching in the junior college can be done by graduate students who are willing to accept a small sum which will aid with the expense of graduate study. A result of such practice is that these instructors do not always take the same interest in their teaching which would result if they were on a full time basis of employment. Because the salaries paid in some colleges are so low, the administration makes an effort to prevent the members of the faculty from telling what amount they are paid. At least one Missouri college has stated in the contract that if the signer tells anyone what she is being paid, the contract becomes void. A result of this custom is that there is a great differentiation in the salaries paid in this college, and there is no definite salary schedule; those who can command a larger amount receive it, and others must be content with a salary of from $800.00 cash and living a year, up to adequate amounts which a very few members of the faculty command.

The question of finance in the Missouri colleges for women has another aspect which should be considered. This is the fact that there is no ranking of members of the faculty in accordance with the policy of the American Association of Universities. The presidents of the colleges resist any attempt to secure a ranking of the faculty as they have discovered that such a policy would mean that some members of the staff would be entitled to larger amounts than they are now receiving. One president agreed to the change and, after discovering that it would increase his faculty budget $5,000.00, refused to consider the plan further. Under the present conditions there is great discrimination in the amounts which are paid the various members of the faculties. Too often those persons who are tactful enough to "kowtow" to the president and his wife are the ones who receive the larger amounts and the increases in salaries, regardless of their value as real teachers. While it is evident that the salary budget cannot increase indefinitely, there should be some rational basis for determining the amounts paid.

It is to be regretted that more men are not employed on the faculties of the colleges for women. One reason for the preponderance of women is that they cannot demand as high salaries as men. This is especially true if the college is located near a four-year college, for it is then possible to recruit the teaching staff of the women's college and still pay inadequate salaries. Still another reason for employing women rather than men is that women will do more than merely meet their classes. They may be called upon for numerous duties of chaperoning, etc., that the men would

not be willing to consider doing. However, men are preferred for the position of Director of Music, the reason not being that men are necessarily better directors, but rather that the administration has found that girls prefer to study music with a male teacher. Since there is an extra charge for music lessons, it behooves the college to make the study as inviting as possible. The work generally would be more stimulating if more men were included in the personnel of the faculties of the women's colleges. From the point of view of the administration of the college, there is one disadvantage in having men on the faculty. Women are more tractable, or as one president said, "They line up better and are not so self-assertive." This seems to be indicated by the fact that women are more willing to be dominated by the administration.

This discussion is not intended merely as an indictment of the present method of administration of our denominational colleges for women. It is an earnest attempt to indicate some of the problems which deserve careful study if the colleges are to continue to serve the public in the best possible way. The practices of administration which undoubtedly offend both the president and the faculty have been due to the keen competition which exists in Missouri and is the direct result of the limited finances.

The denominational colleges for women are directly responsible for the development of the Junior College Movement in Missouri. Curious as it may seem, the Junior College Movement in reality caused this situation of *cut-throat* competition. The very fact that the formal organization of the Missouri colleges stipulated certain conditions which must be met, meant that the college presidents through lack of adequate income from endowments were forced to depend on students for income. The natural result of this condition is that students are secured by any available method which brings results. A study of these denominational colleges for women clearly shows that these institutions were founded for the purpose of giving moral and ethical training to the young women who entered them. The founders felt that there was a real need for institutions of learning which would provide this type of training for women. That the colleges for women in Missouri were sincere in attempting to carry out their purpose and ideals is shown by the emphasis which the early catalogues placed on moral training. Contrasting the denominational college of 1850 with the same college today, we find that a great transformation has taken place and that there has been a shift in the emphasis from moral training to commercialism. This change in emphasis seems to have been produced by two main causes. *First*, the changes which have taken place in society and in social ideals, There has been a general readjustment of ideals and aims, which has had a direct effect upon the colleges for women in Missouri. The college authorities have recognized the fact that this evolution was taking place and have realized that they could not enforce standards which the parents were not willing to endorse. A study of the rules and regulations shows the gradual shifting of emphasis which is indicative of the changes taking place in social ideals. In the early history of these colleges definite restrictions were frankly laid down by the administration, and students who were not willing to conform were urged not to enter.

If a few nonconformists were gathered in the fall, they were promptly eliminated and students who remained knew that the continuance of their college career depended directly upon their willingness to abide by the rules. Today this condition does not exist and the old repressive ideas of education have disappeared. This is a hopeful sign as the type of woman's college of the early fifties would not meet the needs of women today. However, it is a debatable question whether the colleges

have not carried too far this idea of personal freedom. Pupils no longer feel obligated to conform to the regulations—the college must conform to the ideas of the students, just as the average parent conforms to the child today. Students seem to be seeking freedom and shunning all responsibility.

Second, the competition which has developed among Missouri colleges for women. In the above section it has been shown that the competition among the denominational schools is really a struggle for existence. The results of this situation are to be regretted. The college president is often forced to become materialistic and devote his time and energy to securing students who are financially able to pay the cost of a college education. The denominational college of today is attempting to be true to its heritage—it *does* teach ideals, but it is forced to "kowtow" to the pupils, and ideals must be gotten indirectly. The college catalogue no longer emphasizes moral training but does contain a brief statement of the fact that religious training is provided. This statement must be made owing to the denominational affiliations of the college. Some of these colleges for women were very willing to be called denominational colleges until the organization of the Carnegie Foundation for Teachers. As soon as the conditions for recognition by the Foundation were announced, some of the presidents applied for membership, and then spent their time showing that the college was not denominational.

Another interesting situation today is the constant discussion by some presidents concerning the loyalty of the faculty. Some presidents insert in the contracts of the members of the faculty a clause stating that any disloyalty on the part of the instructor will cancel the contract. Too often these presidents of women's colleges fail to make any distinction between *servility* and *loyalty*. William the Conqueror in 1066 conquered the Saxons and forced them to take an oath of allegiance to him. Through fear they signed the oath, and that act to him was loyalty. In reality it was fear. The servile attitude of many college teachers is brought about by their fear of losing their positions. Living in an atmosphere of distrust and unrest not only prevents the instructor from doing his or her best work but is absolutely demoralizing There can be no frank discussion and mutual understanding of college problems under such conditions as the above. The members of the faculty seek to discover the opinion of the president or the dean and then loudly announce their agreement with this opinion. For years some colleges wrote in the contract of the members of the faculty the statement that the president could cancel the contract on thirty days' notice. The natural result was that all individuality was stifled.

Criticism of the Present Situation in Missouri
College Boards are Boards in Name Only

This concentration of autocratic power in the hands of the college president has been possible because of the indifference of the average board of the Missouri college for women. In *theory* the board is responsible for shaping the general policy of the college and the president is supposed to carry out this policy and the desires of the board. In *reality* this is far from true. The members of the board are too often men of wealth and business standing who names "look big" in the catalogues and impress the gullible public. It is a board in name only, and the power exercised by the president exceeds the autocracy of the Roman dictator who was appointed for six months only, or for the duration of the critical period. In the junior colleges for women the administrator is often president for life or as long as he can "put things over" on the board. In the public school system the teacher may in certain critical cases appeal to the Board of Education for a fair hearing. There is no appeal in the case of the junior college teacher. The president is usually adroit enough to

see that his warm friends are appointed members of the board as fast as vacancies occur. This is especially easy to accomplish if the president happens to be a good financier and can make an annual report which shows that he has reduced the annual deficit or perhaps come out even on the year's finances. Financial ability is considered the primary qualification of the college president. The majority of college boards of today include a number of outstanding business men, yet strange as it may seem, when the annual report is made, they fail to remember that profit is really a mere matter of bookkeeping. The average president of a woman's college is an autocrat in his little realm, there is no appeal from his decisions, he is a pigmy perched on a pyramid. The paradox of the situation is that the function of the schools is to help establish democracy, yet how can the students learn democracy if at the head of the college there is an autocrat whose decisions are never interfered with?

Absence of Academic Freedom in the Junior College

In the denominational colleges for women this attitude of subservience actually colors the content of the classroom teaching. While to date there has been no open scandal because of the teaching of the evolutionary theory, it is due to the fact that so far the faculty members have been tactful. The instructor in Biblical courses has avoided any discussion of the theory, or if he has discussed it, he has been careful to mention evolution indirectly and to emphasize theological doctrines. In the science departments evolution is being taught but it is usually not called evolution. Any frank support and discussion of the evolutionary theory by either the Bible teacher or the instructor in science would at once produce a crisis, with the probable result that the instructor would be told to seek other fields for his educational activity. A discussion of the merits of the question of evolution has no place in this study, but the author is making a plea for sincerity in classroom work and in the relation of the faculty to our denominational colleges. Any system of education which deserves the name must be based on honesty.

PART TWO

INTRODUCTION TO CASE STUDIES

A detailed study of the different colleges for women in Missouri shows that, prior to 1914, they all have gone through practically the same stages of development. This growth has taken place in spite of conflicting aspects of the cultures which were present in Missouri, and which have been discussed in an earlier section.[1] Since the standardization of the colleges by the University of Missouri, the courses of study of necessity have become practically uniform,[2] as they parallel the first two years of the work in the College of Arts and Science of the University.

A brief explanation as to why these particular institutions have been selected for study will serve to introduce this section. The complete list of junior colleges for women has been given on page 33. Stephens College, a private denominational junior college exclusively for women, was selected for study because of its distinctive features. This is the one junior college which has inaugurated a department of educational research and for that reason, if for no other, would deserve consideration. Other distinctive features are indicated in the chapter.

A study of Lindenwood College is included, as it is not only the oldest Protestant college for women west of the Mississippi River, but was the first in the State to become a standard four-year college.

A brief summary of Webster College for women is included as it is the only Catholic college in the State which is a fully accredited four-year college for women.

A list of denominational colleges in Missouri which are coeducational and Senior colleges includes,

Name	*Location*	*Denomination*
Central College	Fayette	Methodist-Episcopal
Central Wesleyan	Cameron	German-Methodist
Culver-Stockton	Canton	Christian
Drury College	Springfield	Congregational
Missouri Valley College	Marshall	Presbyterian
Park College	Parkville	Presbyterian
Tarkio College	Tarkio	Presbyterian
William Jewell College	Liberty	Baptist

From this group Park College was selected because of its larger endowment, large enrollment and its cooperative plan which is distinctive among Missouri colleges.

The Principia is a denominational and coeducational junior college. Its development is outlined as it is the one college which is owned and operated by Christian Scientists, and is maintained only for the children of active members of the Christian Science Church.

Washington University is the one great University in Missouri which is privately owned, non-sectarian, and co-educational. For these reasons a brief study of its history is included.

These institutions have been selected for study which are co-educational, non-sectarian, and publicly owned.

I. Lincoln University, the training school for negro men and women.

II. The Northeast Missouri State Teachers College, the oldest one of the five State Normal schools in Missouri.

(1) See page 15.

(2) See page 24.

III. The University of Missouri. No attempt is made to include in this study the detailed development prior to 1869 when women were first admitted.

In selecting these colleges for special study the author has chosen the stronger and larger institutions which are typical of the groups to which they belong. By this selection no vital factors in the higher education of women in Missouri have been omitted.

PRIVATELY OWNED DENOMINATIONAL COLLEGES—EXCLUSIVELY FOR WOMEN

CHAPTER VI

STEPHENS COLLEGE

Columbia

Because of the educational experiments being made in Stephens College, special attention is given this college in this study. The results of these experiments may lead to a complete change in the junior college curriculum. However, it is not clear how the curriculum may be reconstructed as long as the University of Missouri continues its present policy of accrediting.[1] If the University insists upon a curriculum which is *identical* with that of the first two years of the course in the College of Arts and Science of the University, the college will be hampered in establishing a distinctive curriculum for women.

Early History

Historically Stephens College is one of the older colleges for women in the State, and is the outgrowth of the old Columbia Female Academy. Columbia College had been founded in February 1833, for the education of men.[2] A group of citizens desired to establish a college for the education of their daughters, and a meeting was held in August of the same year to consider the project. These citizens agreed to patronize a "Female Academy," and a committee was appointed to take the necessary steps for organization.[3] Funds were contributed by the citizens of Boone County and the Academy was opened without delay February 3, 1837. The Legislature incorporated the institution and granted a very liberal charter which specified that the property was to be forever free from taxation as long as it continued to be used for educational purposes.[4] In February, 1851, the charter was amended granting powers to confer the usual honors and literary degrees.[5]

The school was conducted with success until 1856, when the Baptist Female College was established and took the place of the Columbia Female College. This change in name was probably due to a desire to gain additional support from the Baptists in the town and county. The publications of the college from this time until after the Civil War contain a plea for support of the school. The existing prejudice against denominational schools is mentioned and a clear statement made that the aim of the school is not to teach doctrines, but to "inculcate the principles of truth, sobriety, benevolence, kindness, and all the graces that so adorn human character."[6]

From these articles, it is evident that many parents in 1861, as well as in 1927, measured an education in terms of money, and that the current opinion in society was that the "advantages gained did not equal the expenditure." In discussing this condition it was said that there was too much of a disposition to "measure everything by dollars and cents, and if they did not drop from the mind, as bright and plentiful as from the mint, it was money thrown away. Thus the intrinsic value of an education is ignored and the spiritual is absorbed by the material. . . . Many would educate their daughters if they thought they were able. They may have thousands

(1) See discussion on page 34.
(2) This college was afterwards merged with the University of Missouri.
(3) Switzler, *History of Boone County*, p. 226.
(4) *Laws of Missouri*, 1837, p. 145.
(5) *Laws of Missouri*, 1851, p. 409.
(6) *Annual Catalogue*, 1861, p. 6. (All catalogues referred to in this study are in the Library of the Missouri State Historical Society at the University of Missouri.)

bearing interest, hundreds of acres of land, and servants enough and to spare, but still they are poor, when the subject of education is mentioned."[7] This attitude of mind in Missouri regarding the value of education for women was typical of the time.

Prior to the Civil War the patronage of the college was largely local, the majority of students coming from town and county. After the close of the War, an attempt was made to increase the enrollment by appealing to more than local patronage. The advantageous location of the college was stressed in the advertisements, and attention was called to the fact that the branch road of the Wabash from Centralia to Columbia was now completed,[8] and that it was also possible to reach the town by way of the Missouri River, landing at Providence, or Rocheport, whence regular stages ran to Columbia.[9]

Denominational State Colleges for Women

At the session of the Baptist General Assembly of Missouri in 1869, a committee was appointed to consider the necessity for a Denominational State College for "females," and to report at the next session.[10] In appointing the committee, the chairman urged the provision of educational opportunities for women, saying "as we know of no sex in the soul, we therefore plead for an extensive and thorough intellectual culture for our daughters, as we provide for our sons.[11] We cannot see why our daughters, possessed of equal mental abilities, should be robbed of their birthright by being denied equal advantages with our sons. . . . Reason, justice, revelation—the position assigned to woman by her Creator—the sphere in which she moves—the fact that she is the first teachers of every generation—all combine to render it obligatory that enlarged provision be made for her mental development and education."[12]

At the following session of the Association in October, 1870, the committee reported their belief that a State Female Baptist College was needed in Missouri. The reasons stated were that the District Association had pledged their support if the college was started, parents were now compelled to send their daughters out of the State for higher culture and larger advantages than could be obtained in Missouri, in a Baptist School. The committee further said that they believed that such an institution was needed because "the province of God and the age in which we live make it a part of Wisdom and Justice, to help our daughters forward to higher standards of education, and more thorough course of study than they now enjoy. The great leading minds of the age had conceded that the 'human soul has no sex.' . . . Sex should not be recognized as a reason for denying woman an education, the very object of which is the improving of the soul and the effects of which must endure through all eternity."

The final reason stated was that the committee believed such a college was wanted because in "gathering the white and perishing harvest we need—absolutely need—educated as well as sanctified womanhood. If we admit that the master spirits, which have swayed the destinies of nations, moulded the ages in which they lived and ruled the world were developed by *educated* mothers; if we recall the fact that the English literature sent forth its most vigorous shoots under the shadow

(7) *Ibid*, p. 9.
(8) *Ibid*, 1867, p. 13.
(9) *Ibid*, 1869, p. 13.
(10) *Ibid*, 1871, p. 19.
(11) See footnote, page 25.
(12) *Minutes of the 33rd Annual Meeting of the Baptist General Association of Missouri*, at Columbia, August 4-5. 1869, p. 38.

of a woman's throne; if we will remember that the pawned jewels of another woman secured to our race this Western hemisphere; if we will remember that women, by her peculiar constitution, sympathies, sensibilities, tenderness, and nature is the first teacher, that she takes the whole world in its infancy, when most pliable, and makes, moulds, shapes, and stamps it for weal or for woe, that she lays the foundations of human character with all its relations, interests, and destinies; if we will but learn that the world's curse will never be lifted off the race until it shall be done by women, the daughter of her who listened to the serpent, the daughter also of her who was 'given as a bride to the Holy Ghost,' if we will remember all of this, and more than this, we shall realize the magnitude, grandeur, solemnity, and responsibility that surrounds the question before us. To develop woman, develop her thinking faculty, expand her heart, and help her to go forward to a more exalted future, is worthy of the loftiest ambition, exalted philanthropy and enlightened piety. . . . The profound responsibilities committed to us and made obligatory, render it our permanent duty to secure to our daughters a Female College, possessing ample grounds, library, apparatus, cabinets, and above all, an endowment sufficiently ample to procure the best teaching talent in the land. When we shall have done this, then—but not until then—we shall have discharged out obligations to our daughters; to the age in which we live, to the generations that shall come after us, and above all to the God at whose judgment bar we must speedily stand and give an account of our stewardship."[13]

The arguments in this report convinced the members of the Association of the necessity for such an institution, and they proceeded to locate the college. Curators of the Baptist Female College offered their grounds and buildings free of debt and valued at $35,000.00 to the General Association, provided they would adopt the school as the Denominational Female School of the State. Mr. J. L. Stephens also offered in connection with it an endowment of $20,000.00 with a conditional amount of $12,500.00 additional (if the school was the State Baptist College[14]). Both offers were accepted by the Association.[15] This action on the part of Mr. Stephens deserves great praise for at that time he was not a man of great wealth. In fact, there were no very wealthy persons in Columbia, though there were many who were in comfortable circumstances. In spite of the lack of wealth among the citizens, their genuine interest in the education of women, prompted them to assume the financial burden of the institution.

The Change in Name to Stephens Female College

The members of the Baptist General Assembly then voted to change the name to Stephens Female College, in recognition of the generosity of Mr. Stephens.[16] The Legislative Act of Incorporation had specified that should the property ever cease to be used as a Baptist Female College, a majority of the stockholders[17] or their representatives, might order a sale of the property and the proceeds were to be divided *pro rata* among the stockholders or their heirs.[18] This provision however would not in the future prevent the removal of the college to another location where more ground would be available.[19]

(13) *Ibid*, pp. 29-32.
(14) *Ibid.*
(15) *Ibid.*
(16) *Annual Catalogue*, 1871, p. 19.
(17) The Trustees were authorized by the Association to raise an endowment fund not exceeding $10,000.00 by the sale of shares at $50.00 each, the shares to be considered stock in the institution and every stockholder having fifty shares to be a Curator for life.
(18) *Laws of Missouri*, 1870, p. 174.
(19) Statement of President Wood to the author.

Early Organization and Curriculum

A president and a faculty consisting of twelve women and two men (teachers of music and art) were elected, and the college began a new era in its history. There were no real educational standards as we measure them today, as pupils could be admitted at any time during the year. However, the work offered at Stephens College at that time was equal to that offered in any other college in the State. During that year there were one hundred and five students enrolled, eighty-four of whom were from Columbia and Boone County, and were day students. Of that number twenty-two were small boys.[20] The college was organized with primary, preparatory, intermediate, collegiate, and optional courses. The college course was outlined for four years, and the course of study was the traditional classical course offered in other colleges at this time. The optional course contained the ornamental subjects which were so popular in Missouri colleges at this period of their development. Very little of the collegiate course was actually given as the number of pupils was small after deducting the primary, preparatory and intermediate students.

Since Stephens was a Baptist college, the daily study of the Bible was insisted upon, the statement being made that "any system of education which neglects the moral and spiritual elements of our being is radically defective and ruinously incomplete. The Bible reveals our origin and our destiny, lies at the foundation of all true education and it alone can blend in harmony the moral, spiritual, and the intellectual parts of our nature. To leave the Bible out of the college curriculum is to leave unstudied all that is earliest in history, fairest in poetry, grandest in eloquence, truest in law, and purest in our Holy Religion. The doctrinal views of parents and pupils will be held sacred, and any teacher interfering therewith will be dismissed from the Faculty. . . . No young lady will be allowed to unite with any church without the written permission of her parents or guardian."[21]

During the entire course original composition, and recitation of poetry were a part of the weekly program. The students were also required to read daily, some of the standard poets and to practice penmanship daily when needed. One afternoon a week was devoted to "Blackboard Exercises, Spelling, Reading and Punctuation." The object of the above course was "the development and discipline of the Mental Faculties." The reason for the inclusion of the particular studies in the curriculum was that mathematics was necessary for an understanding of natural philosophy and astronomy, yet the highest value lay in the mental stimulus which the study furnished. A study of languages would exercise the power of analysis, cultivate the taste, and aid in acquiring a more thorough knowledge of the principles of our language; while rhetoric, logic, and criticism were designed to be practical, aiding the pupil to furnish original illustrations of important principles which have been learned from the text books. Epistolary and essay writing, criticism, discussions, and various exercises in composition, were required of the pupil, in order to secure ease and elegance in the use of languages and to accustom the mind to its own acquisitions.[22]

Such a course of study was the usual one outlined for the colleges of that day and there is clearly no attempt made in the program to provide distinctive work for women. The ornamental type of education for women which was popular at that time was provided for in the optional course which included embroidery, music, art,

(20) This is indicative of the belief in private education rather than public education. Boys up to nine years of age were admitted.

(21) *Annual Catalogue*, 1871, p. 21.

(22) *Ibid*, 1879, p. 17.

and wax work. In study and recitation, the students were urged to be accurate, thorough, and to "overcome obstacles by unaided effort."

The faculty felt that there was virtue in public examinations, and that these were not merely for making a display but that the chief object was to "stimulate the pupils to apply themselves diligently to their studies." With this end in view, at the close of each term, every class was required to be ready for an examination on all subjects studied during the term. On these fateful nights, for they were usually held at night, the public generally was invited to be present, and the large audiences were testimonials of the general interest in the work of the college. The classes were called to order, the subject in which they were to be examined was drawn by lot by a member of the audience. In this way no one knew what class would be called; hence, preparation must be made on all. Sometimes the procedure was changed and the order of recitation was decided by some visitor present. This method was said to keep the examinations in the minds of the students, and at the same time, the method of conducting it was fair, and it secured a real test of the efficiency of the pupils.[23] During the college year, two public examinations of this kind were held at the end of each term. One of the greatest values of such a system seems to have been the fact that the interest of the pupils was stirred, but even more than that, the community generally became interested in the college.

Government and Discipline

The government of the college was paternal in character, and there was no authority exercised by the students. Student government was unknown and had yet to win the support of college administrators. The "discipline was mild and kind, yet thorough and decided. . . . Whenever it became evident that a student needed other influence than moral suasion, and the honor of the institution, to incite her to industry and duty, she was asked immediately, and if possible without disgrace—to return to her parents." This firm method of dealing with the students is very different from the methods used today in Missouri denominational colleges.[24]

The general regulations of the college required each student to bring with her a list of her correspondents, which had been approved by her parents or guardian. Boarders sending notes, letters, messages, or packages by "day students," servants or other persons, or receiving them by such person without permission of the president, would be dismissed from the college. Other regulations provided for the receiving of callers, visiting, etc., and were not materially different from the rules governing the colleges for women in Missouri, at that time, but in this age of freedom, seem very oppressive. These rules illustrate the common opinion regarding women at that period, that they were weak and helpless and must be sheltered from all temptation. The following extracts further indicate this attitude.

1859. . . ."The buildings are situated in a very quiet and beautiful portion of town free from every disturbance, where the moral principles of the Daughter are nourished with as much purity as around the paternal hearth. Every attention is given the sick to make them comfortable and contented.[25]

"Pupils are not permitted to correspond with any outside of the immediate family, except at the request of the Parent, and by the consent of the President. All communications are to be sent to his care, and through them to the young ladies. Letters may be opened by him, when there is reason to suspect an improper correspondence.

(23) *Ibid.*
(24) See discussion on page 62.
(25) *Annual Catalogue*, 1859, p. 12.

"Boarding pupils are not permitted to receive the attention of young gentlemen, nor to take company to their rooms, as all company will be received in the Parlor.

"Pupils are required to dress plainly but neatly, to furnish napkins and lights for their rooms, and to provide themselves with umbrella and overshoes, and mark each article of apparel distinctly with the full name. All necessary clothing must be provided before entering school or it must be made by a seamstress, for each hour must be profitably spent in either study or recreation.

"Monthly reports of scholarship, punctuality, and deportment, of each young lady will be regularly forwarded to the Parent. When a young lady enters college, her deportment is perfect, which we represent by 100. Each dereliction of duty reduces the number and when it is reduced to zero, she will be sent home.

"Young ladies of the Senior Class may have evenings of reception in the presence of the Faculty, when circumstances require.

"All privileges are granted, and honors conferred according to scholarship and deportment."

1861. . . ."Borrowing, loaning, or wearing each others' dresses or other articles of clothing is expressly forbidden.[26]

"Each young lady is required to attend public worship on the Sabbath in company with the President or some member of the Faculty."

1866. . . ."The signal for retiring is given at nine p. m. Thirty minutes after that time, no lights are permitted in the rooms.[27]

"Young ladies are not permitted to attend parties or other places of amusement incompatible with their success as pupils.

"Young ladies are forbidden to receive calls from young gentlemen, except relatives or those bringing letters of introduction from the parents or guardians, to the President. All communications are to be sent to His care and through him to the young ladies.

"Young ladies are not permitted to visit stores except in company with one of the teachers, or to contract debts without permission from parents or guardians."

1870. . . ."On Saturday after writing home, and preparing the weekly compositions, wardrobes must be arranged and every article of clothing mended that needs repair.

"Every young lady must have a Bible, umbrella, towels, napkins and ring, comb, bag for soiled clothes, a silver, china, or glass mug, and all the ordinary appendages of a ladies' toilet.[28]

"Young ladies are required to rise at the ringing of the bell, and to walk morning and evening in the open air.

"Young ladies are not permitted to make any purchase without having submitted a written list of the articles to the Matron and secured her endorsement; to leave the college premises without permission of the President, unless accompanied by the Matron or one of the teachers; to see callers unless the name has been sent to the Matron and her consent has been obtained, nor to visit on the Sabbath.

"Pupils may attend the church designated by their parents in the morning, but must accompany the President at night.

"Regarding the trust as most sacred and the responsibility as the most solemn, we decline receiving any young lady as a Boarder, who expects either on the Sabbath or other *nights* to attend any church unaccompanied by the President."

1871. . . ."No novel, work of fiction, or other improper work is allowed."[29]

(26) *Ibid*, 1861, p. 16.
(27) *Ibid*, 1866, p. 12.
(28) *Ibid*, 1879, p. 13.

1879. . . ."It is earnestly recommended that a deposit of money, sufficient to meet all the necessary incidental expenses of the young ladies will be made with the President, as thus he will be enabled to control their expenditures and save much expense for the parent.[30]

"Occasional opportunities for the young ladies to acquire ease of manner in society will be given under the direction of the President and his wife. On these occasions young ladies will be allowed to receive friends and enjoy that pleasant intercourse which is at once a release from school routine, and a means of culture."

1880. . . ."For personal clothing, students are required to bring with them a balmoral skirt and four changes of underwear.[31]

"No young lady is allowed to go visiting or walking unless accompanied by a teacher."[32]

The rules of 1879 reflect the prevalent idea regarding the weak physical condition of women. The following extract clearly indicates this attitude.

"In addition to furnishing good diet and requiring a sufficient amount of outdoor exercises, other considerations present themselves to the minds of those who have the care of young ladies. The most important years of a young lady's life are those which she spends in school. Her physical organism is then taking upon itself new functions, and her mental condition harmonizes with her physical in the transition. This fact makes it peculiarly incumbent upon those who have the care of young ladies to see that, at such periods as the system may demand, a remission, if not complete intermission, of mental labor shall take place. To accomplish this, only 17 days of school labor are required from each student in the month, the remaining thirteen days being set apart for such degree of rest as may be necessary. As the time demanding such remission differs with the individuals, arrangements for systematizing the periods of labor and rest may be made by conferring with the Directress of the Home Department or with some member of the faculty.

"Experiments prove that those who respect the physiological rhymn of their natures will, at the end of any fixed period, have gained health and scholarship upon those who violate the unexorable laws which control their physical organization.

"Of course the school is not subject to these cessations, and the time lost by the students shall in no way be reckoned as lost by them.

"While on the subject of health we wish to call the attention of our patrons to the harmful tendency of the custom of sending edibles of any kind to the student. These edibles are a prolific source of lassitude, headache and dyspepsia.

"The college table is furnished alike for all, and at regular hours the young ladies can partake liberally of well prepared food. This certainly is all that a healthy appetite can demand. We know that kindness prompts the sending of such articles —but it is a mistaken kindness, and while we are the conservators of the health of the young ladies we cannot permit them to be the recipients of these well-meant favors."[33]

College Uniform in 1879

In 1879 the emphasis on health led the authorities to adopt a uniform for the "regular practice in Calisthenics and such other physical exercise as will give strength and tone to the body." For this purpose the parents were asked to provide their

(29) *Ibid*, 1872, p. 13.
(30) *Ibid*, 1879, p. 26.
(31) *Ibid*, 1880, p. 28.
(32) *Ibid*, p. 37.
(33) *Ibid*, 1879, p. 11.

daughters with a suit of dark blue flannel with full divided skirt and a blouse waist. The uniform for other occasions was also described in detail. This statement specified that for church and all public occasions the uniform was to be a black alpaca or cashmere dress, plainly made, plain black hat of some prevailing style selected at the time of adopting it. For a wrap a black water proof cloak, close fitting and reaching to the ground with a large cape. For the close of school a simple white dress of muslin was required. The then popular tarlton or dotted muslin was not considered suitable for the uniform.[34]

The following year the uniform for school wear was changed and a dress of grey debege was required. This was to be trimmed in the prescribed manner, skirt, overskirt and basque. The skirt must be plain for walking, with plaited ruffles eight inches wide at the bottom, the ruffles to be trimmed with a fold one and a half inches wide on the lower edge and plain band of the same width as the heading. The overskirt must be cut after Butterick's pattern No. 6660 and trimmed with a single fold two and a half inches wide. The basque must be cut after Butterick pattern No. 6810 and trimmed as indicated in the pattern with folds one and a half inches in width. Each young lady was to be provided with two of these school dresses. With them she was expected to wear a simple white apron and linen collar and cuffs.

The uniform for church and other public occasions was to be of black cashmere, trimmed with folds of black satin, and made in the same style as the school dresses, and each young lady was expected to have one of these black dresses. With this she wore a simple ruching in the neck and sleeves. The wrap was the black water proof cloak reaching to the ground, with large circular cape, and was trimmed with three rows of black braid.[35]

These few dresses were considered an adequate wardrobe for the college girl of this period. In 1900 a plain coat suit was adopted as the uniform for church, and plain white shirt waist suits for fall and spring. The dress for other public occasions was a plain high necked, long sleeved white dress, simply made.

With the change in organization to a junior college the uniform was discarded.

As time went on competition was developing and the rivalry between the Missouri colleges is shown by the fact that one Missouri college attempted to increase its enrollment by offering a number of prizes to students. These annual prizes varied from a grand piano (cost $950.00) to the granting of seventeen gold medals and a piano in one year. To combat this attraction, Stephens College published in the catalogue, the following statement.

> "No honors as the term is frequently employed with reference to medals and prizes of different kinds, are permitted to be given in any of the departments of the regular school labor. Experience teaches that while a large number enter the list of competitors, in a very short time all but the very sanguine drop out, and those who persevere are inclined to devote their energies to the one subject of effort to the neglect of all others, and thus an exceedingly one-sided development results.
>
> . . . . "In the vicissitudes of life, we 'learn to labor and to wait,' and our early lessons in the practice of the virtue of patience should come from our preparatory discipline in the schoolroom."[36]

(34) *Ibid*, 1879, p. 25.
(35) *Ibid*, 1880, p. 29.
(36) *Ibid*, 1879, p. 23.

Expansion of the Curriculum

The competition among the Missouri colleges for women has continued to the present time, and, as was shown in Chapters IV and V, seems to become more acute from year to year.

Stephens College like other Missouri colleges attempted to increase the enrollment by offering a multiplicity of courses and degrees, to attract students. In 1882, with a total enrollment of one hundred fifty-six students, less than a hundred of whom were in the collegiate department, the degree of B. L. (Bachelor of Letters) was offered in seven different "Schools." In addition a "School of General Culture," and a "School of Didactics," each offered two-year courses. The graduate degree of Master of Arts was offered in any one of seven "Schools of Literature, Languages, Mathematics," etc. As a prerequisite for the M. A. degree, it was required that the candidate "must be an A. B., from some college in good standing, so that the work will be strictly Post-Graduate." Two years were required for the completion of the work, but no fixed requirements were outlined in the catalogue. In addition to all the above work, courses of study were outlined in schools of music, art, and elocution.[37] It is not probable that the majority of these courses were actually given, as the enrollment was not large enough to justify any very extended course of study.

By 1886, the enrollment had dropped to one hundred and nine, twenty-five of whom were preparatory students, and the course of study is further extended by the offering of the degree of Bachelor of Arts, Bachelor of Music, and certificates in art and elocution.[38]

In 1891, with the increase in the number of student enrolled to one hundred twenty eight, twenty eight of whom were preparatory students, still additional degrees were listed as being offered. These included the Bachelor of Science. An additional "school of stenography" was also organized for the first time.[39]

Apparently the college was attempting to meet the demands of the time, and was also trying to attract students by offering a variety of courses.

In 1905, the course of study was materially changed. The only literary degree offered was the Bachelor of Arts, which was reduced to a two-year course; and the Bachelor of Music, Master of Music, and certificates were awarded in oratory, art and the commercial course. This elimination of courses was probably due to the fact the number of students did not justify offering such a variety of work.

Courses distinctly for women prior to 1908 were limited to music and art, but a four-year home economics course was then offered which was arranged for two years of preparatory and two years of college work. Only minor changes were made during the interval from 1908-1913. The latter date marks the beginning of the administration of President James M. Wood. The change to a standard junior college soon followed, and the only degree offered was the Associate in Arts. The total enrollment for the first year as a junior college was one hundred and forty-six.[40]

The Establishment of An Educational Research Department

In 1920 a research department was organized, and Dr. W. W. Charters was made Director. He undertook the problem of organizing the educational curriculum for women so that the subject matter taught at Stephens College should be as nearly as

(37) *Ibid*, 1882, p. 25.
(38) *Ibid*, 1886, p. 8.
(39) *Ibid*, 1891, p. 14.
(40) *Ibid*, 1905, p. 33.

possible useful to its students in meeting problems with which women are concerned in the home, among friends, in the community and in business.[41]

In 1922, the faculty formulated a group of ideals which were called the "Ten Ideals of Stephens College," which are

> (1) To be courteous in speech and action; (2) to be forceful in accomplishing what one sets out to do; (3) to be healthy in body; (4) to be honest in word and deed; (5) to be willing to discipline oneself to do the disagreeable task; (6) to love scholarship which is careful and exact; (7) to be appreciative of the beautiful as an intimate and integral part of one's life; (8) to be reverent toward the spiritual; (9) to be dedicated to womanly service in the interest of one's home, one's friends, and one's community; (10) to maintain in the midst of vicissitudes, a cheerfulness of manner and a happy outlook on life.[42]

The purpose of formulating these ideals is to have them constantly before the students so that they will strive to make them a part of their lives.

Stephens as a junior college has had a steady growth in numbers, the number now enrolled being five hundred and fifty-one boarding students. The course of study is the prescribed junior college course, and is similar to the work of the first two years of the College of Arts and Science, of the University of Missouri. In the following sections a summary is given of the present distinctive features of the college. These include the Burrall Bible Class, Grades and the Quartile System, Morale Work with the Faculty, Sororities, and Finance.

The Burrall Bible Class

One of the most interesting phases of the work in Stephens College, is the religious work being done by Miss Jessie Burrall, and much of the present public interest in the college is due to this religious emphasis. There is no question but that this Sunday School Class has been a great source of free advertising for Stephens College. The tremendous appeal to public interest is not surprising, as parents whose children are away at college are naturally glad to know that they are actively interested in religious work.

It is true that this work could be done in a town where there is no college, and that men as well as women are active in the work, but since it is such an important element in the reputation of Stephens College, it cannot be ignored in this study.

An important part of Miss Burrall's work is the conducting of a Sunday School Class which numbers from nine hundred to fifteen hundred. Her success is largely due to her personality, and to the fact that her work is based on the belief that students *want* a religious message, and also, that she has made use of unusual methods of publicity.

Miss Burrall came to Stephens College in February, 1921. Believing in the value of publicity in religion as well as in business, President Wood had given the daily papers material for numerous articles about her and her work. The result was that the first Sunday there were about two hundred and forty present. Each person was asked to sign a card giving his name and address. The following week a personal letter went out from Miss Burrall to each one saying that she had been glad to welcome all who were present and that she hoped they had enjoyed the service and would come again. She also asked them all to speak to her whenever they saw her

(41) *Ibid*, 1913, p. 20.

(42) Martin, *A Study of the Graduates of Stephens College*, p. 14. (Unpublished manuscript in the Library of the University of Missouri.)

and tell her their names so that she would have an opportunity of knowing them personally.

She then studied those attending and selected the students in the University and the college who were leaders. She asked them to assist in the services, as she realized that if she was to train religious leaders, they must have experience in appearing in public. One of the most popular fraternity men in the town was induced to stand at the door on Sunday morning and shake hands with everyone who came to the service. Since he knew all the students, he gave them a hearty welcome and a cordial invitation to come again.

Miss Burrall says that her program is for making religion vital for the upper ten per cent. She admits that this is not a democratic ideal, but firmly believes that if the *leaders* in a community are actively religious, others will be attracted and finally the whole community will be leavened. The whole success of the work depends on interesting those who are the leaders.

By the end of the first year, Miss Burrall had built up a class of nearly a thousand. In the meantime three groups had been organized among those attending, a University Men's, a University Women's, and a Stephens College Group. Each section elected officers, and Miss Burrall could rely on the various groups to elect leaders and persons of ability, as she had seen to it that only such students had appeared on her platform, and the groups as a whole knew that these particular students had unusual ability. These officers form a council which meets once a week for discussion. These three student sections are the leadership groups, and since they are interested in the work, the other students follow like sheep.

A large chorus and orchestra was soon organized from the students, who now assist in the services. College leaders take part in the services, singing solo numbers, reading the scripture, offering prayer, and making short talks. Miss Burrall discusses some topic of interest and selects subjects which will attract the students. Some of her subjects during the past year were drawn from sociology, (divorce, crime, Leopold-Loeb case, etc.) geology, biology, history, and religion. The aim is to create interest and work for *leadership first* and *spirituality second.*

One of the problems she is working on now is the religion of university students as related to high school teaching. Miss Burrall believes that high school teachers must be interested in religion if the students they send to the university are to come as religious students. The question is being discussed with one of the leadership groups, who are trying out a program for their own high schools.

It is most interesting to see the use which Miss Burrall has made of publicity, and the results she has secured. She believes that the first problem is to get the students to come to the class; then she can teach them. The newspapers have been generous in giving space to her work, but she believes in taking some paid advertisements too, so that it will be a fair exchange. In addition to newspaper publicity other methods which have been used with success are:

1. Red arrows with the inscription "*This Way To The Burrall Bible Class*" were tacked on posts all over town. There was hardly a block which did not contain several of these arrows.

2. Conspicuous posters were painted and placed on the bulletin boards of the University and in the windows of the stores. Each poster contained clever epigrams and a reminder that the class met at "9:29 and not 9:30 a. m."

3. Announcement of various special days as "Fraternity Day," "Sorority Day," "Engineer Day," "Red-Headed Day," "Twin Sunday," "Human Valentine Sunday," "Human Christmas Tree Sunday," "Dates and Daters Sunday," etc.; each brought a large attendance.

On sorority and fraternity Sundays, a personal letter was sent by Miss Burrall to each organization urging them to come out one hundred per cent on the following Sunday. At the close of the service on these days, the leaders of the various fraternities with the largest attendance were called to the platform to receive a large box of candy for their members. There was a good deal of rivalry to see which organization would secure the boxes.

4. It has long been the custom among the fraternities in Columbia, to try to have every Mother present on Mother's Day. Miss Burrall secures a list of the visiting mothers, sends them a rose and a personal note of greeting on their arrival in Columbia, and invites them to attend the class with their sons. Knowing that mothers are interested in all that concerns their children, she realizes that they will welcome an opportunity to know something of the Sunday School class their sons are attending.

5. Once or twice a year a large banquet is given for all the members of the class. At other times smaller parties are given for groups or sections, and voluntary contributions take care of the cost of the refreshments.

6. Early morning serenades have been held, when a quartette and orchestra hired a truck and were driven around to all the fraternity and sorority houses, to wake up the members in time to attend the class.

7. Miss Burrall has found that one of the best ways to interest strangers is to send them a personal letter telling them about the class and inviting them to be present. The first year of her work, Miss Burrall sent out over fifteen hundred letters.

Miss Burrall has no desire to stir up denominationalism. She dismisses her classes promptly so that students may attend their own church services. She is glad to assist any group of religious workers, regardless of their denomination.

A recent departure is the sending out of teams to country churches to assist with a Sunday evening service. A team usually includes a pianist, a violinist, three speakers, a vocalist, and some one to read the scriptures and give the prayer. It is hoped to develop this line of work so as to render the greatest possible service.

The entire work is financed by the Baptist churches and individuals in the State who contribute toward the work. Miss Burrall gives as much time as possible to advising with churches throughout the State, on religious matters. She will assist them in meetings or conferences, and will go as often as time will permit. For service of this kind no charge is made by the college.

To summarize, Miss Burrall's plan for work is built on the idea that persons are naturally religious, that they need spiritual as well as physical food, and that the greatest need of the present day is for spiritual leadership; she is trying to train a definite group for this leadership,[43] and she recognizes the importance of publicity.

The publicity value of this work to the college has been enormous, and has furnished a strong talking point to the field representatives of the college. The work also attracts students to Stephens College who may not have any strong religious interest. They assist with the work as it furnishes them an opportunity to meet and to have social intercourse with men. Since Stephens College has installed a radio broadcasting station, the services are broadcast, and again greater publicity is secured for the college.

It may seem to the reader that this discussion implies that the religious work is purely for purposes of publicity. The writer does not intend to convey that idea. It is therefore repeated that Miss Burrall realizes the fact that men and women are normally religious. She attempts to train leaders who will carry on religious work

(43) The information in this section was obtained from President Wood, Miss Burrall, and the publications of the college.

in their own communities. One of the greatest problems in religious work is the problem of attendance. Miss Burrall has made use of novel methods of publicity in order to attract a large number of students. Having built up the attendance she can then give them her religious message. The author agrees with Miss Burrall in her theory that if she can interest the leaders in a community in active religious work, the other persons will be attracted and enter in the work.

Grades and the Quartile System

In 1921 the faculty of Stephens College made a study of the students who were cutting their classes, and in nearly every case they found that the bright students were the ones who were taking cuts, and therefore were not doing the work they were capable of doing. The result of this study was the abolition of all grades and the installation of the quartile system, which is a method of varying the class work in accordance with the ability of the students.

The faculty believed that the giving of grades had a tendency to make the students work for grades rather than for the real values in education. Since the school term is eighteen weeks, the students must attend a class once a week for eighteen weeks, to receive one hour of credit. Under this system, if a student is not prepared or is absent the teacher may award a cut for the day, which automatically reduces the final credit one-eighteenth of an hour. It is left to the teacher to decide whether the student shall be given an opportunity to make up the work, and such permission is given only in cases in which the instructor feels the excuse is legitimate. The methods by which the work is made up are also left to the instructor.

In practice this method is said to emphasize the importance of consistent daily work. To get full credit the student must do all the work in a satisfactory manner. If she does half of the work, she receives half the credit. The faculty feel that an advantage of the system is that the student knows all of the time just how much credit she is earning and does not wait until the end of the term to find out that she has failed in part of her work. Five cuts are allowed each student without loss of credit; this is to equalize the possible mistakes of the faculty. If the student is ill and is excused by the college physician or nurse or has some legitimate explanation, she is given an excuse and does not suffer a reduction of credit.

In the case of a required subject, it is considered that the requirement is removed even though there is a reduction in the amount of credit received in the course.[44]

When the experiment was first tried, it was thought that no grades would be given, but the transfer of students to other colleges make some grades necessary, so that now the instructors report a grade to the office. The entire emphasis is placed on the daily recitation, no final examinations being given;[45] therefore there is no examination grade to be considered in the final estimate of the standing of the pupil.

The Quartile System

The Quartile System is an attempt to vary the amount of required work in

(44) In criticizing this section President Wood calls attention to the fact that the University of Missourr reduces the credit of inferior students. However, the policy of the University is not the same as that of Stepheni College. A University student who receives a grade of "4" (inferior) will receive 90% of the normal credit fos the course. This 10% reduction is the minimum amount which can be given and the student still be able to pass the course and not be reported as a failure. In *theory* the Stephens College emphasis is on daily recitation, a method which is intended to stimulate consistent preparation by the students. In practice according to the rule it is possible that a student may do very little work in class and still receive a small amount of credit and not be recorded as a failure in the course. See *Catalogue of the University of Missouri*, 1925-26, p. 22.

(45) President Wood says that while final examinations are not required there is no rule which prohibits them.

accordance with the ability of the student. This system has been used for three years, and the faculty feel that it is a success.

On entering the college, the student is given a definite rating which is based upon the results of mental tests given on entrance, her previous work in high school, and the recommendation of her previous instructors. This confidential information is supplied each member of the faculty. In a given class the student with the greatest mental ability—as shown by the test—is rated "I". The class is then divided into four groups, the first fourth of the class consisting of the first group or quartile; the lowest group, the fourth quartile; and the others divided into the second and the third quartiles. Each student is told her rank and her quartile. Assignments are then made and grades given according to the quartile the student is in. It is admitted that the whole success of the system depends upon the correct ranking of the students. Changes in quartiles may be made during the term. Any shift is made on the basis of the work actually done in class.

Differences in the amount of work assigned is made and may be most easily divided in a class in which collateral reading is required. The quartile that can complete twice as much work as another, is assigned more to do. To illustrate, in a class of American literature last year, the lowest quartile was assigned ten of Irving's essays for one lesson; the third fifteen essays; the second, twenty; and the first, twenty-five. An evident objection to this is that the best students are not always those best fitted to comprehend the assignments, but the reply which the faculty made was that those students would soon be shifted to a lower quartile.

Under this system, frequent quizzes are given and the papers are ranked, the best being first and so on. The papers are then divided into four quartiles. If a student in any group ranks in that quartile on a quiz, her work is considered satisfactory. If her paper shows that her rank has dropped an entire quartile, that is, if she was in the second and dropped to the fourth, her work would be considered unsatisfactory, and she would be sent a slip showing her credit had been reduced one-eighteenth of an hour. If she drops one quartile lower, "her case is taken under advisement." If she drops less than one quartile, she does not receive a cut and diminished credit. The objection has been made that under this system the students who compose the fourth quartile can never fail, but the faculty say that it is easy to determine the lowest rank that can be accepted as satisfactory.[46]

On completing a definite section of work, the average rank of each student is taken, and the case is ranked again on the basis of its accomplishments. Changes in rank are made on the instructor's knowledge of the case, and not by any hard and fast rule.

The system evidently requires an enormous amount of bookkeeping, but the faculty say that that is done in the office by a Registrar and student assistants, and that the teaching staff have no additional work. The question arises whether students are accurate enough to compute correctly all these fractional hours, and also whether it is good policy to have the students know the rank and grades of their class mates.

(46) An illustration was given of a quiz in which the number of mistakes out of a hundred questions, varied from four to ninety-four. Those in the first quartile varied from four to twenty-one; in the second quartile from twenty-two to thirty-two; in the third, from thirty-three to forty-one; and in the fourth, from forty-two to ninety-four. The entire number of mistakes made by student number "23", in the fourth quartile was sixty-one; of student "24", seventy-nine; of student number "26", ninety-four. The last three were counted as failures, even though they were in the fourth quartile. On examining the other papers with reference to the rank the writers should have made, it was found that all but three of those who had more than fifty mistakes should receive cuts, as they belonged to a higher quartile; therefore all papers having more than fifty mistakes were counted as failures.

The results of the system are said to depend on its reception by the students—the system must be clearly understood by all members of the class. It means that such a system is apt to create two dangerous attitudes on the part of the students: one to create an inferiority complex of the weaker students, and the other to create a sense of injustice on the part of the stronger students. There is real danger of discouraging the weaker students, who by hard work might attain a high rank. The faculty feel that this may be avoided by explaining that the system does not take character into account when the students are ranked, and that it is based on ability alone. They also feel that the stronger student may be made to realize that she should be required to accomplish all the work of which she is capable.

There is added danger that students will "beat the system" by deliberately staying in the second quartile to avoid doing the work required in the higher group. On the whole the faculty feel that the system is a success, that is, shows that the students do more work than under the old system, and that the work is better done. However, since the system has been in use only three years, it will be interesting to see what the reaction will be after more prolonged study and use.[47]

Morale Work With the Faculty

The members of the faculty are asked to arrive at the college a week before the opening of the Fall term, to attend a series of lectures given by Dr. W. W. Charters, who is Director of the Educational Research at Stephens College. These lectures are based on some educational problems of the college. These conferences have done much to establish a better morale among the faculty and this in turn has had a great effect upon the student body. The faculty have become intensely interested not only in the future of the college but in the vital problems of education. This has had a direct effect upon the establishment and maintenance of the "Stephens Spirit."

Dr. Charters desires to take the discussion of the question of the differentiation between the courses for men and for women, out of the theoretical and academic field and analyze with some definiteness the activities and problems of women. The purpose of the research is to "find out the activities that women have carried on, the problems they have met, and the difficulties they have encountered, as well as to study the traits which are exhibited by cultured and efficient women."[48] The desire is not merely to collect data but to carry it through to a point where it actually influences the conduct of the students. The necessary divisions of the work as outlined by him are:

1. Two separate studies, one of activities and the other of traits.
2. The division of women into two groups, homemakers and vocational women.
3. The necessity of distinguishing between required subjects which all women should take because of the problems they meet, and elective subjects which are largely a matter of personal interest.
4. Determining what of the material can be sufficiently well learned before college instruction begins, a study which is of major importance.[49]

The work last year was based upon a study of the functional analysis of the curriculum to discover what studies are worth while—what studies are used in life.

(47) The information in this section was secured from Dean Oppenheimer, from Dr. Dudley, and from an article by Dr. Dudley. "The Quartile System," in *Educational Administration and Supervision*, Oct. 1, 1924, p. 462.

(48) Charters, *The Functional Analysis of the Curriculum*, Vol. I, p. 109.

(49) Charters, *Service Report, Memo. Concerning the Research Department of Stephens College*, Jan. 1924, p. 1, (Unpublished manuscript in possession of the college.)

(50) Charters, *The Functional Analysis of the Curriculum* Vol. I, p. 109, (Unpublished manuscript in the possession of Stephens College.)

Some Phases of Research

1. A study was made to find out the traits of homemakers.[50] A questionnaire was sent to married college women, younger and older married women, mothers of Stephens College girls, and professional workers in home economics. From the list of answers twenty-five traits were selected in order of importance. Some of these were:

1. Care of health
2. Honesty
3. Love
4. Companionability
5. Cleanliness
6. Self control
7. Sympathy
8. Good judgment, etc., down to philanthropy, which was the last on the list.

It was recommended that since this study shows that all of these traits are valuable, they should be taught to girls in college.

2. An analysis was made of the activities of homemakers and women in vocation, who were graduates of colleges for women.[51] Diaries were collected from several hundred such women who had kept the diaries for a week. The women represented seventy-five colleges and lived in forty-five states. Dr. Charters also interviewed women and gathered a list of vocational qualities of home-making which were secured by methods which were not stated. No study was made of the vocations, his primary interest being with the general problem of extra-vocational activities, and the problems of women. It was found that the most important problems of women who graduated from colleges, are social and personal, rather than technical and cultural. Their lives are filled with problems that arise from their contact with people in the home and outside. This tendency seemed so apparent that Dr. Charters feels that a course must be added to the curriculum which contains a study of social psychology, analytical psychology, and elementary psychiatry, which would be included in a home economics program.

3. It was assumed that certain studies would remain in the curriculum as it is now. A study was therefore made of

a. *English Composition*: The primary interest of the college is in the content of the courses. Dr. Charters reported that a study had been made of spelling, and that spelling was largely used for writing. A list of two thousand words which are in most common use was prepared from the results of the study. Students should know how to spell these words because of the probability that they will want to use them after they leave college. It was found that English composition was used chiefly in writing letters. A study was made of letters of notable persons, and the standards of good letters were worked out. Several hundred letters were examined which were written by persons of freshman status to discover their defects. A manual has been prepared for use in the class in English Composition.[52]

b. *Social Sciences*: Dean Oppenheimer has made a study of the social, economic, and political problems of women as found in a number of magazines, among which were representatives of women's publications. He interviewed a number of club women, analyzed their programs, and has organized a course in general social

(51) Charters, *Memo. Concerning the Research Department of Stephens College*, January, 1924, p. 2.
(52) *Ibid*, p. 3.

science. The students have been divided into groups of twenty-five to train for participation in public questions.[53]

c. *Psychology*: The diaries, which have already been referred to, showed that the lives of women are highly personal. They deal comparatively little in abstractions and are largely influenced by personal factors. Dr. Charters believes that maladjustments in the home can be traced to psychological rather than to technical reasons, and that the most of the difficulties which make students unhappy are difficulties between people. His work on social psychology is based upon a resolution of conflicts.[54]

d. *Clothing Management*: This course has been worked out to supplement the work in the selection of clothing. It was found that it required more judgment for women to decide whether or not to purchase a gown at all, than is required to select the gown after the decision is made. The class therefore uses the case method and a manual which has been prepared.[55]

e. *Service Mathematics*: Objective methods were used to determine how much mathematics is used in a number of subjects taught in college, as sewing, freshman chemistry, etc. The decision was that comparatively little mathematics was used.[56]

A list of fifty-three projects has been formulated, and when the studies are completed, the results will be embodied in bulletins. Some of these topics have been assigned to various members of the faculty and are to be completed this year. Some of the projects which have been completed include:

1. *Secretarial Course.* The college has been considering adding a secretarial course to the curriculum. A "Job Analysis" was made to find out what a secretary did, and it was found that a secretary performs eight hundred and seventy-one different duties. It was conceded that personality was an important factor in her success. The conclusion was that the curriculum for a school of secretarial training might be based upon the results of this study, and a course of training was included in the study outline of the college. While there may be new material offered in the content of the courses as the work is now outlined, no distinctive courses are listed.[57]

2. *Diet Campaign.* In 1922 the number of calories in the food served in the college and in other eating places in the town, were worked out. The list was printed and distributed to the students. A campaign was organized to educate the students as to the quantity of food to be eaten to maintain efficiency.[58]

3. *Methods of Study.* This analysis was of the difficulties students find in studying. The methods of excellent students were collected for comparative purposes.[59]

4. *Methods of Sunday School Teaching.* The college made a difficulty analysis of Sunday School teaching. It was found that among others the most conspicuous problem was that of attendance. A canvass was made of the methods used by expert teachers and a booklet prepared, which is now being revised.[60]

5. *Voice Clinic.* A voice clinic was established for the correction of speech defects of the students. Simple voice exercises have been collected and students have become interested in the campaign for better speech.[61]

(53) *Ibid*, p. 4.
(54) *Ibid*, p. 5.
(55) *Ibid.*
(56) *Ibid*, p. 6.
(57) *Ibid*, p. 7.
(58) *Ibid*, p. 5.
(59) *Ibid.*
(60) *Ibid*, p. 6.
(61) *Ibid*, p. 3.

6. *Health Exercises.* Methods were worked out to teach the students to relax and a set of bed room exercises requiring ten minutes to perform was formulated. The attempt is made to build them into a habit.[62]

7. *Popularizing Music.* The ideal set up is to bring the students under the influence of the music department through popularizing music.[63]

8. Another study which was made under the direction of Dr. Charters, was an analysis of women's education from the functional point of view. This study was in progress for three and a half years. The subjects to be included in the proposed course for women as outlined may be grouped under required subjects and elective courses. It was determined that the following courses ought to be required for women: clothing, mental hygiene, physical hygiene, religion, social relations, reproduction, civic relations, reading, recreation, and play. It was questioned whether music, art, literature, and nature appreciation should be included, and whether a study of food should be required. Dr. Charters replied that he was trying to draw away from the idea that a woman's main concern is the home and the drudgery involved in running a house. The criticism was made that the whole scheme was based on what women are now, and not on what we want them to become. The list is said to be based on the problems women have to meet, and also on a study of the solutions they ought to make, and it is not possible to tell what the problems of the future will be. "We will have to trust the student to meet the future and solve her problems then." Dr. Charters believes that the application of the functional analysis to the courses must determine the functions of the subject, so that the student will take away from the course that which will be of use to her in life. In order to do this,

1. The functions must be set down in black and white, in order to provide an incentive for the classes.
2. Each subject must be taught under the domination of certain ideals which are to be determined by the teacher.
3. Material used in teaching the course must be provided after it has been determined which ones may be used in attaining ideals.
4. Each teacher will have to decide on the detailed procedure.
5. The approximate time and place for taking up various phases of the course must be decided.[64]

9. The final study made by Dr. Charters to be mentioned, had to do with success and how to attain it. He says that the development of ideals and development of traits are more important functions to a college, than the mere imparting of knowledge. "Success is two parts personality and one part brains, and the development of traits is more important than scholarship." Dean Oppenheimer and Dr. Charters made an analysis of the traits of Stephens College teachers that explained their success in the college.[65] The list of traits was as follows:

1. Forcefulness in manner and speech, without which the student believes there is no forcefulness of character.
2. Decisiveness or strength of character, the ability to make a quick decision.
3. Good personal appearance.
4. Courtesy—thoughtfulness.
5. Self confidence, the lack of it being shown in fear.

(62) *Ibid*, p. 8.
(63) *Ibid.*
(64) From the stenographic report of the discussion held by Dr. Charters with the Stephens College Faculty, September, 1924.
(65) *Ibid*

6. Cheerfulness, friendliness—the student will come to you.
7. Appreciativeness—praise of good work.
8. Loyalty—to other faculty members and to the rules of the college. Instead of criticizing the rules you don't like, try to explain them to the student.
9. Good judgment—the ability to see the important thing, and not to be buried by details.
10. Ability to relax—physically and mentally.
11. Dependability.
12. Reticence—the ability not to talk about a number of things.
13. Ability to be a good listener—get the student's point of view.

It is rather interesting that religion is not mentioned in this list. All will agree that a person who possesses all of these traits is sure to be a success no matter what line of activity she may pursue.

Dr. Charters says that his research work in Stephens College is still in the experimental stage, or as he expressed it, he has "just reached a semi-colon." It is a very interesting project, but since President Wood says he has spent over $47,000 in research during the past seven years, it seems to indicate that such studies will not come within the finances of the average college for women, but will have to be undertaken either by a group of colleges, or be financed from private sources.[66] It will be interesting to see just what are the final results of the study which Dr. Charters is making.

Conclusion: The research work of Stephens College is one of the means by which the college has secured a large amount of publicity, and there has been a real financial gain to the college from the use of Dr. Charters' name. With the present autocratic attitude of the accrediting agencies it is not clear how any radical changes may be made in the junior college curriculum on the basis of the results of these investigations. Changes have been made in the *content* of the courses now being taught. At the present time, the administration is not ready to state definitely just what changes they are willing to make in the curriculum and what courses they would make required of all students. President Wood feels that in the next two or three years radical changes will be made in the methods of accrediting, and says that the North Central Association of Colleges is planning to liberalize the present methods. He also feels that the agencies which determine the accrediting should be solely concerned with the training and personnel of the faculty, the equipment, and the amount of money available for expansion, and in no way concerned with what the student takes. "In other words, a student who completes a full year of work in an acceptable manner should be allowed a full year's credit, regardless of what courses are taken."

Sororities

Among the other novel experiments which Stephens College has made, mention must be made of the sorority program. Any person who is familiar with collegiate affairs in communities where sororities are flourishing, knows that there are many serious drawbacks to their organization, so far as the administrative officers of the college are concerned. Students who fail to be chosen are unhappy and frequently return home before the end of the semester. This is no longer true in Stephens College. Now the administration will promise that every girl who attends the college, and desires to belong to a sorority will be elected to membership, provided her grades are kept up to the standard required for membership in the organization. A faculty

(66) In his report of January 1924, Dr. Charters recommended that $25,000 be secured to continue the research during the year. This seems to be a very ambitious project for a junior college to attempt to finance.

committee is in charge of the sororities, and the college has issued a charter to a Pan-Hellenic Association, which contains the rules governing the various sororities. With three exceptions these organizations are all local, having been organized at Stephens College.

Students desiring to form a new organization, apply to the committee for a charter. No charter is granted to a sorority having fewer than thirty members on the active membership list. Not fewer than fifteen, nor more than twenty-five shall be juniors (first year students). If for any reason the membership falls to twenty-four, or the number of juniors is fourteen, the sorority loses its charter. No members may be counted who are not in good standing. Students who are temporarily deprived of membership because of failure to make the required grades, or to observe the laws of the civic organization, are not counted as members.

Any student who has made grades of not less than "M" for a period of six weeks, and is "living up to the Stephens Standard of conduct," may apply for and be assured of membership, provided she has complied with all the regulations of the Faculty Committee on Sororities, and the Pan-Hellenic Council, with regard to the content and form of her application. After being pledged, a girl is required to maintain satisfactory grades for another six weeks before being initiated. Students who have been members of sororities in other schools and enter Stephens College are not affiliated until they have maintained the required grades.

Students who have not been elected to membership in an existing organization, have the right to form a new sorority in Stephens College, by complying with the faculty rules. A group of ten or more students may apply to the Faculty Committee for permission to form a new organization. If the permission is granted, they may choose a name, and organize. They are now allowed to initiate members until they have the required number on the roll.

The pledging and rushing is also under faculty control. Each sorority submits to the committee a list of the names of the girls they desire to pledge; there is no limit to the number of names on the list. The committee also receives all applications for membership; they go over the lists of the applicants and strike off the names of those who are not eligible to membership. They assign new members to the sororities, placing each student in the organization of her choice provided her name is on the list submitted by the sorority. No student is assigned to an organization which has not named her on its list of desired members. However, the committee has the right to demand that any sorority accept or reject all names presented to the group.

The committee then notifies the applicants as to the sororities to which they have been assigned and also sends to the organizations a list of the members assigned to them. Only active members are allowed to wear a pin. The standards for membership provide that any student who receives as many as six cuts from classes in any six weeks is not maintaining the standards of scholarship required, and automatically such members become inactive.[67] Any student who commits a major offense against the self-government organization is also considered an inactive member.

Ordinarily, one of the greatest criticisms of sororities is the great expense to the student. To meet this condition the college limits the expense to $25.00 a member, a year, and this sum includes all dues, fines, and special assessments, and fees of all kinds, but does not include the expense of the pin.[68]

(67) According to the system of reduced credit a student may cut classes if she desires, but is subjected to the penalty of reduced credit.

(68) Taken from the *Charter of the Pan-Hellenic Association of Stephens College*, 1924.

The result of this program is that a large number of local sororities have been formed, which include all students who desire to become members of some social organization and who have been chosen for membership by some existing national sorority. Undoubtedly this system has been a drawing card in recruiting students; the average girl just out of high school does not question the fact that the majority of these organizations have no national standing. The president of the college says that there is no preference among the students for membership in a national organization. Probably the girls who are not selected by one of the older organizations are very happy to be included in any group which has the social advantages of being considered a sorority.

Expense

Mention should be made of the fact that Stephens College, while charging the same minimum amount for board, room and tuition in all class subjects for the scholastic year ($750.00) charges a higher amount for tuition for day students than any other junior college. The usual amount charged is $200.00, whereas the rate in Stephens College is $300.00.

At the same time the charges in Stephens College for private instruction in music, art, and oratory is slightly lower than the usual price in other Missouri junior colleges for women.[69]

Finance

The final unique characteristic of Stephens College is the system of finance which was inaugurated by President Wood. He says that he does not particularly desire a large endowment, if the necessary buildings are provided. It is evident that if all the buildings and equipment were furnished in accordance with this condition, the total expense to the college would be the annual budget for operating expenses, which would not be difficult to raise, if the college were free from debt. Under present conditions it is not clear how the administration could meet these expenses and at the same time take care of the interest on the existing debt. Ten years ago the debts of the college were about $100,000.00, and in 1925 they total $486,500.00; the gross valuation of the plant is $1,253,137.17. The college has received gifts of $175,181.31, and $664,637.17 has been added to the valuation of the property during the past ten years. The increase in valuation has been secured by the purchase of additional property which still has to be paid for,[70] and thus a large sum must be taken out of the annual income to meet the interest on the debt. During the past year, President Wood has been able to reduce his liabilities by $20,000.00 and he estimates that even if no large gifts come to the college, the debt can be paid in about twenty years.[71] Since the depreciation is constantly increasing, it is not clear just how this payment can be accomplished, unless the price of tuition and board can be largely increased. In the discussion in Chapters IV and V, it was pointed out that increase in prices can not exceed a certain maximum charge.[72]

The total amount of endowment in 1925 is $20,759.59. A fund for scholarships of $20,000.00 exists, and of this sum $10,925.00 is for student aid and self help and is used to employ telephone girls, help in the dining room, etc.

During the present administration a strong faculty has been built up and the college has spent $47,000.00 for educational research during the past years. The

(69) See pp. 35-36, *Annual Catalogue*, November, 1925.

(70) Bonds have been issued which will be retired by the College. Since this was written the College has purchased a farm and other real estate in Columbia.

(71) Statement of President Wood to the author.

(72) See page 46.

salary scale shows a minimum of $1,650.00; President Wood says he has no maximum salary. He says he *now has* sixteen members of the faculty who are being paid salaries of over $3,000.00 each, and that the maximum this year is $9,500.00.[73] The total academic faculty includes fifty-eight members, and the most recent report of the North Central Association shows that the total salary budget last year was $88,-945.00. The same report also shows that the total operating budget, exclusive of board, and room, was $136,161.00.

President Wood believes that the charges in the college for women will have to be increased in the future and that the prices will be determined on a new scale which will be necessary for determining a fair price for the education of women. He also believes that the charge to the student should cover the cost of taxes, insurance, interest, faculty, operating expenses, and the replacement of buildings and equipment, and that the endowment should be used only to create an emergency fund. Under these conditions the college would have to be given buildings, equipment, grounds, and a fund for research, and would have to support a chair in Bible study, an endowment emergency fund, and an adequate loan fund to assist poor girls through college. It is not clear to the investigator how it will be possible to revise the price list so as to provide a large enough surplus to cover the above needs. With the present competitive system in Missouri, such an accomplishment seems impossible.[74]

Civic Associations

Instead of the usual self governing association, Stephens College has organized a Civic Association which is the medium for carrying on the student administration of the College. Students upon enrolling in the College automatically become members of the organization and all organizations of the college are directly connected with one of the four major branches of the central body of control. These four branches include Student Government, Religious Activity Division, Pan-Hellenic, and Student Activity Board.

The association is administered by a cabinet of eight members who are elected annually by the student body. The cabinet includes the officers of each of the four divisions named above. It is essentially a cooperative government. The legislature is a body composed of representatives from each twenty girls enrolled in the college. The groups of twenty students meet twice a month for discussion of college problems, and through their representatives their opinion is presented to the cabinet. The plan has many democratic features, and at the same time the faculty can direct the activities, as the Civic Association has only powers which have been delegated by the faculty.[75]

Summary: Stephens College is one of the older colleges for women in the State. Its history goes back to the organization in 1831 of Columbia Female Academy. In 1870 the name was changed to Stephens College and the school became the denominational State College For Women. There is little distinctive in its development down to the reorganization as a junior college, under the administration of President James M. Wood. With the growth in the number of students enrolled,

(73) Statement of President Wood to the author.

(74) Information in this section was secured from President Wood. Another novel experiment which he is trying is the division of the work of the Dean of Women among the members of the Faculty. There is a chairman and seven associate Deans of Women who handle the permissions, campus activities, the self-government, and the sororities. President Wood says that if the present plan is not a success, next year he will appoint a man to handle the work of the Dean of Women, and give him the title of Administrative Executive.

(75) Material in this section was gained by conferences with members of the faculty and from printed material pertaining to the Association.

a department of educational research was established in 1920 and placed in charge of Dr. W. W. Charters. Other distinctive characteristics of Stephens College are:

(1) The religious work, which is under the direction of Miss Jessie Burrall, which resulted in the development on the part of the students of a wide-spread interest in religious problems.

(2) The establishment of the quartile system and the elimination of grades. The faculty seem to believe that this has resulted in creating among the students a greater interest in scholastic work.

(3) The morale work which Dr. Charters is doing with the faculty. The faculty have become generally interested in educational problems and in the future of the college.

(4) The educational research which is directed by Dr. Charters. Although still in the experimental stage, this work may lead to a complete reorganization of the curriculum for women.

(5) The organization of sorority regulations so that all young women who meet the requirements and care to join such an organization may be assured of membership.

(6) President Wood's plan of finance. He does not seek a productive endowment; his desire is to have the necessary buildings and equipment provided by gifts.

(7) The inauguration of a civic association rather than the usual self governing association. This newer plan is democratic in many ways and the method of administration has many instructive features.

(8) Women representatives on the Board. Stephens College is one of the few colleges in the State which has women representatives on the Board of Curators. The present list includes the names of three women.

CHAPTER VII

LINDENWOOD COLLEGE
ST. CHARLES

Origin 1827

The development of Lindenwood College is particularly germane to this study as it is the only college for women in Missouri which has passed through all the stages of development of education of women in Missouri. Beginning as a private enterprise, it developed into an academy or seminary, later became a junior college, and finally developed into a standard four-year college for women. So little has been published on the education of women in the early part of the 19th Century that it seems best to describe fully this phase of Lindenwood College.[1] The junior college period is not discussed in detail, as Lindenwood College during that era of its history was similar to other junior colleges for women in Missouri.

Lindenwood College was founded in 1827 and is said to be the oldest Protestant College in the Louisiana Purchase. The founders were Major and Mrs. George C. Sibley. Major Sibley was born in Massachusetts in 1782, was educated in an academy in North Carolina where his family had moved, and in 1807 was appointed a clerk in an Indian store which the Government had established at Fort Osage. Major Sibley was one of the commissioners who laid out the Sante Fe Trail[2] and was later appointed Indian Agent at St. Charles where he bought for $150.00 a tract of 120 arpens of land.[3]

Before taking up his residence at Fort Osage, Major Sibley made a trip to Washington for instructions, and on his return trip stopped at Brownsville, Pennsylvania, to have a barge fitted up for the transportation of himself and stores to St. Louis and thence to the Osages. In a letter written from Brownsville to his brother in Louisiana, May 16, 1815, he told of his approaching marriage to a "certain fair one whose beauty, amiable disposition, and elegant accomplishments would adorn a Palace; who will go with me into the forest and share with me whatever hardships and whatever pleasures are incident to a life of seclusion among the Indians."[4] He also stated that he made up his mind to settle there near St. Louis in Missouri Territory.

The young lady to whom he referred was Mary Easton, who was the eldest daughter of Rufus Easton, the first Postmaster of St. Louis. Mrs. Sibley had been born with the 19th Century. To complete her education she had been sent to "Mrs. Tevis' Boarding School for Young Ladies," at Shelbyville, Kentucky. At that time the only means of getting there was to go on horseback to Washington, D. C., and then back again by boat. Mrs. Sibley had a splendid mind and had been well grounded in Latin and French, as well as in the usual education for women of her

(1) The statement was recently made in an education course given in Columbia University, New York City, that nothing had been published from original sources describing in detail the education of women, prior to the Civil War. For this reason a more extended account is included of the early history of Lindenwood College.

(2) Houck, *History of Missouri*, Vol. 3, p. 149.

(3) The deed to this land goes back to the lease made in 1792 by Louis Blanchette, the discoverer and founder of St. Charles. Lindenwood College stands on the Eastern part of this tract.

(4) *Lindenwood College Collection of Letters and Papers*, No. 7. (Hereafter referred to as *Lindenwood Collection*.) Another interesting characteristic of Mrs. Sibley was her belief that she would never die. She became an ardent Second Adventist, and believed that she would be translated. All her life she had been intensely interested in missions; when she was seventy-one years old, she decided it was her duty to go to Japan as a missionary. She went to New York and sailed from there *via* Panama, to California. She had a very rough voyage, and when she got to California, decided that her hearing was too bad, and returned home. Being sea sick she changed her mind; this is the only incident where she failed to complete the things she began.

day. Living in a sparsely settled Territory where there were no means of education for women, it was natural that she should be ambitious to start a school. It was a hazardous undertaking to attempt to found a school just six years after Missouri was admitted to the Union, yet she and Major Sibley undertook the work with such zest, and laid their plans on such a sound basis, that their school has become the first four-year standard college for women in the State.

Mrs. Sibley was a woman who carried through anything she attempted. One student of the early days who knew her very well in writing of her said:

> "Mrs. Sibley was a forceful disposition and had a way of accomplishing the things she wanted to do. She was very fond of driving and had had made, according to her own ideas, a carriage. It was not a very large affair, but had a comfortable seat in the back for chance passengers. She drove a white horse, who was very gentle; so with a little negro perched up behind to open the gates, she made almost daily trips to town to get the mail, if not for other business."

Mrs. Sibley is said to have brought with her to St. Charles, the first piano West of the Mississippi. This spindle-legged instrument had a fife, drum, and horn attachment, and one of her favorite pieces, descriptive of battle, called for the use of the attachments. Mrs. Sibley was a great favorite with the Indians. As Major Sibley wrote, "They fairly idolized her since they had heard her play, and would crowd around in the cabin in the evenings while she amused herself playing."

The letters and diaries of Major Sibley tell us of this ambition to found a school for women in which he was as vitally interested as was his wife. On coming into possession of his land in St. Charles, and having purchased another large tract a few years before, they both felt that the opportunity had come to start their school. Mrs. Sibley was educating her younger sister, who had come to live in their home, and it was decided to admit other girls. The school was started in their log home and though it was in the midst of the Indian country, students soon came on horseback, by boat, or by wagon from St. Louis and the surrounding country. It was said to take two days to make the trip by wagon from St. Louis.

The Early Curriculum Based Upon a Woman's Sphere in Life.

From the letters in the possession of the college, it is evident that the school was elementary and did not attempt in the early days to offer any higher courses. The course of study was similar to that in the academies in the older states. From the first, Major and Mrs. Sibley insisted that a study of the Bible should be a daily exercise, but there is also ample proof that they had no desire to teach any religious doctrines. Letters to patrons emphasized the fact that Bible study, arithmetic, spelling, English grammar, music, and training in morals and conduct were to be a part of the education of the pupils intrusted to their care. By 1831 the success of the school seemed assured and a large building was erected of logs, and a split rail fence enclosed the grounds.[5]

The education of women at that time emphasized the ornamental studies—the training necessary to run a home which was considered the principal task of women. The charges made in Lindenwood at this early period indicate that this ornamental training was given, as the bills are based upon three kinds of services rendered; board, and lodging, class room instruction, and training in manners and morals. It would be interesting to know the amount charged for each of these items, but it is not shown in the records. It is evident that the training in manners and

(5) The present administration building, Roemer Hall, stands on the site of this first building. A painting of the early school hangs in Roemer Hall.

morals was of more concern to the parents than the class room instruction. This is shown in the letters from the parents as the following indicates:

> "It is my desire that she (his daughter) be taught to be particular, at all times, and in all places, in her personal neatness and cleanliness, particularly in the care of her hair, of her skin, as well as in neatness in the wearing of her clothes; to establish a *uniform habit* of continuous neatness of her person, clothes, skin, hair, etc. Her manner, her pronunciation, her walk and some of her gestures require improvement. . . . She often talks too fast, does not articulate distinctly, or well, which makes her tone of voice sound badly. . . ."[6]

The remainder of the letter contains minute instructions regarding the kind of ornamental and useful education that is desired for the girl. While these early letters from parents are stilted and written in much detail, it is refreshing to know that parents in the early thirties did not throw upon the school the entire responsibility for the development of the students. They at least had definite ideas as to the kind of an education they wanted their children to have, and they took time to see that the school officials knew of their desires. These parents at this time, unlike those of today, did more than bring the children into the world and then expect the school somehow to turn out a desirable product.

Apparently the accommodations in the school were limited and there were more applications than could be accepted. In 1832, a St. Louis patron wrote telling how pleased he was with the progress of his own daughter and asked whether additional scholars could be received. It must be clearly understood that at this time Lindenwood was only of elementary character and there was no thought on the part of the founders of an early development into a real college for women.

This same year a patron became involved in a discussion with Major and Mrs. Sibley over the fact that Bible study was required of his daughters. The result of the controversy was the withdrawal of the two girls, as no changes would be made in the rules of the school.[7] Even though this decision meant that two students would be withdrawn at a time when every effort was being made to build up the school, and get it established on a firm basis, Major and Mrs. Sibley felt that the study of the Bible must continue to be a part of the daily exercises of the school. Today a study of the Bible is still required in the curriculum of the "Newer Lindenwood."

It was Mrs. Sibley's custom to begin the day with chapel exercises, which consisted of a reading from the Scriptures, singing a hymn, and a little talk and prayer; then each teacher had her own Bible class. The Bible was as much of a text book as algebra or geometry, and its study was not put off until the end of the day when the students were tired mentally and physically.

Sunday was said by the scholars to be the most trying of the week, and they were glad there were but four Sundays a month. One student describes the day as follows:

> "There were trials all day—a very long walk to church, where we stayed all day, our dinner being brought to us—there were board walks only part of the way, and if it was rainy, we got in mud over our shoe tops. A very long Presbyterian sermon, a prayer fully as long, when we stood first on one foot,

(6) *Lindenwood Collection*, No. 6.
(7) *Ibid*, No. 10.

then on the other until our hips must have been several inches different; the long walk home, and our hour of religious reading in the evening. After a simple Tea, we were ready for an early sleep."[8]

While Sunday may have been a day which was devoted to "higher things," some of these early students wrote back to the college in later years and expressed their appreciation of this early training they had received.

At this time the charge for lodging and tuition was $2.50 a week. Students were required to wear a uniform, and the one of 1837 bespoke a certain degree of luxury. "Sabbath uniform dresses for summer were white dress, pink sash, handkerchief, straw bonnet trimmed with light blue ribbon, white cape, and black silk apron. For winter a crimson dress of English merino, white collar, black silk apron and dark green cloak."[9] The gayness of the uniform was probably due to Mrs. Sibley's love of bright colors in wearing apparel. This fondness for color was one of her eccentricities, which continued in later life. Many interesting stories have come down in the history of the college, about her love of red and other bright colors.

College Life in 1838

From letters describing Lindenwood in 1838, we learn that the students were required to be in the class room at a quarter past five o'clock in the morning for roll call, and every one absent was marked. They studied until six, had a recess of five minutes, and then studied until a quarter of seven, when they had morning prayers and breakfast. Then another half hour of study before school. During school hours, different young ladies were assigned the duties of monitress, which included keeping the school room in order, and ringing the bell at the proper time for school and study.[10] The monitress who did her duties the best, received a premium at the time of the public monthly examinations which were held during the year. The students were permitted to attend on Friday evenings the Singing School in St. Charles, and this privilege was much enjoyed by the young ladies. The elementary character of the school is further indicated by some of the customs. Occasionally, on Sunday afternoon, Mrs. Sibley would read the newspaper to the students for an hour and when a town or river was mentioned, would ask the scholars where it was situated. Whoever answered the most questions correctly "was given a credit."

College girls in 1838 had some of the same interests which are apparent in the girls of today. In a letter home a student asks:

"Have you any ripe apples and watermelons? Tell Jenny to send some more presents."

A month later this same student writes,

"Here is a piece of news I know you will be glad to hear. I have learnt my multiplication tables!!! Do you not rejoice with me that I have completed this great task?.... You complain of my not writing to you, when almost every letter day Letitias has written to you, and I thought that it was not worth while to write home when she did. You say I spend all my time writing to strangers.... I am sorry you have such an opinion of me, that I care more for any person else than I do for my parents. Far be such from

(8) *Ibid.*

(9) *Alton Observer*, May 25, 1837. (Paper published by Elijah Lovejoy.) Major Sibley and Lovejoy were warm friends until 1836 when they had difficulties over the slavery question, and Major Sibley no longer contributed to the Observer, and at once cancelled his subscription to the paper.

(10) A series of letters written home by Miss Mary A. Stine of St. Louis. The originals of these letters are in the possession of Miss Janet Stine of Webster Grove, Missouri. The old bell referred to is in the Museum of the College.

my thoughts. Ingratitude in a child toward a parent is the most odious of crimes, and that is one that I do not want to be guilty of."[11]

There seems to be nothing distinctive about the years from 1838-45. The school had as many scholars as could be accommodated. During these years several new teachers from Boston, were added to the staff. The girls led busy, happy lives and were glad to get back to the school after vacation.

"The Experiment"

In 1845 the students in the composition classes decided that the time had come to launch a college publication. The plan was that the articles should be read by the teacher of composition, and if they were considered satisfactory, they would be published in the paper.[12] Each issue was to be edited by a different group of girls. The reason stated for starting the paper was that a "number of years had elapsed since the founding of the school and that there had never been any 'public document' which would be referred to as a precedent for the benefit of the scholars." October 24, they therefore introduced to their friends the first number of "The Experiment." One of the rules concerning the paper was that the student should write only articles which were based upon their own experiences, and that they would endeavor to realize how much was expressed in their motto—"No Effort Is Lost." The paper was issued once a month, and was exclusively for the benefit of the school. The first issue was a three page one and like other publications of the time, contains a "Selected Poem." This is followed by a short story, "The Broken Vow," the first chapter of which contains two short paragraphs, the second chapter is condensed into *nine* lines. None of the articles are signed; neither is there any statement as to who edited the issue.[13]

The November paper was increased to six pages; it was decided by Mrs. Sibley that the papers would be read at the monthly examinations as the contents might be of interest to St. Charles friends. Among the essays in this issue was one on the subject of "Mutability," which was defined as,

> "A Change which is essential to the improvement and advancement of society, as is motion in the heavenly bodies to keep them in their respective orbits, which system should have rushed to quick destruction long e'er this, had they not been provided and sustained by an arm stronger than that of man—but in God there is no-mutation."

The "Editresses" announce that no political discussions will be included as they consider that topic forbidden to them. There is, however, in a later number this item,

> "The latest intelligence from abroad, says that ladies are beginning to dabble in politics. That is a fashion we fear we shall not be able to follow, as our knowledge of the laws of civic politics is so limited that a long time must elapse before we shall be able to give a correct statement of the great leading questions, now before the Nation. So we must be content and happy in our own proper sphere of action these many days to come."

This is rather surprising, as Mrs. Sibley was very advanced in her theories for her time. She was one of the pioneer women in suffrage, and for many years corresponded with leaders in the movement. Later she became a friend of Susan B. Anthony and others interested in the cause.

(11) *Ibid.*

(12) Although the word "publish" is used, the paper was written long hand by the students, and at the end of the year the complete issue was sewed by hand and a paper cover pasted on.

(13) Original in *Lindenwood Collection.*

The information for the years mentioned above is very meagre, and our only source is the letters and papers of Major Sibley. However, the college must have continued to grow, as we find that in 1848 Major Sibley published a circular advertising the school, stating that Linden Wood was a high school.[14] This is of interest as so called colleges were springing up in Missouri, and while their courses of study were hardly the equivalent of a good high school course today, many of them were organized and called colleges. The interest of the founders in special training for young women is indicated in the circular, which states, that the "school is very much of a *family character*; yet it proposes a thorough course of instruction, *Intellectual—Moral—and Domestic*—based on the settled principles of Christianity, and adapted to those on which are founded the free institutions of our own highly favored country." The intellectual branches were said to include all such studies as are actually "deemed requisite to form a chastely cultivated and well informed mind." In the moral and domestic branches were "comprised all of the moral and domestic duties of women which will always be inculcated under a deep conviction of their great importance, and in a way to give a decidedly national bias to the youthful mind." The circular also emphasized the fact that it is the earnest desire of those in charge of the school to furnish a type of education which will fit the young ladies to be useful and enlightened members of society.[15] Again, this seems to be distinctive about Lindenwood College at this time, as it was customary to emphasize the so-called graces and the *ideal* of the day seemed to be to fit young women for society.

The number of students enrolled in 1850 was twenty, "the maximum ever to be admitted at one time." This shows that the purpose was to maintain a first class school with a small limited attendance so that the students might have the personal contact with those who were in charge of the school.

The charges at this time were twelve dollars a month for tuition in all the English branches, board, including bed, fires, lights and washing. Students who cared to study music paid an additional fee of four dollars a month, which included the use of an instrument for practice as well as the lessons. It was said that "the customary charges will be made for French, Latin, German, Drawing and Painting." The old idea that women should be sheltered and protected still persisted, and the circular states that the school was "entirely secluded from intrusion, noise, and dust, but is yet accessible and enjoys all the advantages of daily mails, and public conveyances." The final statement made is regarding woman.

> "Woman is the most important sex, and if but half of the race can be educated, let it be woman instead of man. Woman forms our character—she is with us through life. She nurses us in infancy—instills into our minds and impresses on our hearts our *first lessons*. She watches us in sickness, soothes us in distress, and cheers us in the melancholy of old age. Her rank determines that of her race. If *she* be highminded and virtuous with a soul thirsting for that which is lofty, true and disinterested, so it is with the race. If *she* be light and vain, with her heart set on trifles, fond only of pleasure, alas for the community where she is, it is ruined."

Summary: The origin of Lindenwood College was the outgrowth of a natural interest on the part of the founders in the education of women. Fortunately, Major Sibley was a man of means and was financially able to launch the project. The documentary material covering the years 1827-1853 is meagre and is largely com-

(14) The name of the school was taken from a forest of linden trees in which the college was located. Until some time in the fifties the name was written in two words. The exact date of the change is not known.

(15) *Lindenwood Collection* of Papers and Documents.

posed of the letters and diaries of Major Sibley. However, the material clearly shows that in the beginning there was no plan for a woman's college as we know it today. In the late forties the founders were convinced that their school could develop into a real college if it was adequately financed, and they then began to seek an endowment. Mrs. Sibley went East and raised $4,000.00 among their friends. This idea of an endowment was a new proposal at this time, as existing institutions were depending upon gifts and the payments of the pupils for support. That the founders had very definite ideas regarding the education of women is shown by the following ideals which are taken from different writings of Major Sibley.

1. The realization of the need of the education of women generally.
2. The knowledge that educational opportunities were especially needed in Missouri at this time when conditions were so primitive and so few advantages for women were available.
3. The belief that the education of women must be a *Christian* education, and therefore the study of the Bible must always be included in the curriculum.
4. The emphasis upon the preparation of women as homemakers, and upon the fact that the school must furnish practical experience for the students enrolled.
5. The belief that an adequate education would include instruction in the so-called "graces," as well as in the practical courses.
6. The realization that a college should have an adequate endowment.
7. The belief that the best results could be obtained by keeping the number of students small so that they might have personal contact with the teachers, and that there were decided advantages to be had in a small school.

Finally, it must be understood that the founding and operation of the school was a joint affair, and that Major Sibley deserves an equal share in the honor with his wife. He was as much interested in the school as she, and was willing to bequeath an endowment which would make it possible for Lindenwood to develop into a *real* college for women. It has well been said that the educational ideals of Major and Mrs. Sibley were a hundred years ahead of their time.

Reorganization in 1853

The year 1853 is significant in the history of Lindenwood College, for in March Major Sibley made his will and deeded the college to the St. Louis Presbytery. "There was a strong demand in St. Charles for a 'female School' which would accept both day and boarding students." Citizens asked Major Sibley to co-operate with them and change the policy of Lindenwood. This seemed to be the opportunity for the 'preparatory commencement of their long contemplated Lindenwood Female College.' Having given the property to the Presbytery, the donor specified that the school was to be operated as nearly as possible on the principles set forth in his will. These provisions were that the college should be established on a 'sound and lasting foundation, and a large and liberal plan. A school wherein the Bible shall ever have a prominent place, and be in daily use.' He also stated that the whole of his Lindenwood Estate was bequeathed to the college to "aid in the permanent endowment thereof, and for no other use."[16] The property which was thus made available was 120 acres of land, orchards, and buildings. A member of the Board, Judge S. S. Watson, offered at the same time $1,000.00 in money and 160 acres of land provided

(16) From a copy of the will in the possession of Lindenwood College.

that the Presbytery of St. Louis would raise $20,000.00.[17] The land was then worth $25.00 an acre, so that if the Presbytery raised their cash sum, with the gifts of Major and Mrs. Sibley and Judge Watson, the college would have a fair sum to begin the program of expansion.

The Presbytery was interested in the proposal and made application to the State Legislature for a charter. As first written, Major Sibley's bequest was to the Presbytery of St. Louis, which the legislature would not incorporate, so the bequest was changed and made to Lindenwood Female College. The charter was granted by a special act of the Legislature February 24, 1853.[18] The articles of incorporation provided for a Board of fifteen Directors, who had general powers governing the college. The property was to be "forever free from taxation," and the usual literary degrees and honors might be conferred.

The increased prosperity made better quarters necessary, and a contract was let in 1856 for a large permanent building. This indicates a change in aim, as Major Sibley was now willing to have a large school and did not insist upon one of limited numbers. The plans called for an expenditure of $14,000.00; Major and Mrs. Sibley raised $10,000.00 of this amount among friends, but the Board was not willing to begin work. It is probable that the plans would have been abandoned, but for the determination and energy of Major and Mrs. Sibley, who finally persuaded the Board to erect a building. July 4, public exercises were held in celebration of the laying of the corner stone.[19]

The College Era, 1853-1860

A new era began and a plan was made for a college which would equal any higher institution in the country. A president (Dr. A. V. C. Schenck) was secured and the college was organized with primary, collegiate, and normal departments. The charges were kept as low as possible in order to permit the daughters of ministers and those of moderate means to be educated. Again, the advertisements reiterated that the Bible would be taught, but that the college was non-sectarian and no doctrines would be presented.[20]

No degrees were offered, but students who completed the work in a satisfactory manner might receive a certificate. The classical course of study was outlined, which was similar to the course offered in other colleges in Missouri at that time. Physical education and the means of promoting health were emphasized. The old idea of an education of "morals and manners" is apparent in the statement that "the members of the faculty pledge themselves not to countenance superficial study but to encourage studious habits and thorough acquirements; and assiduously to cultivate in their students that grace of manner, propriety of taste, and amiability of disposition which will entitle them to the respect of refined and cultured society."[21]

(17) This sum was not raised. Another reason why the year 1853 was important in the history of Lindenwood College was that it marked the beginning of an active interest in the college on the part of Judge and Mrs. S. S. Watson. Judge Watson was one of the Incorporators of Lindenwood College and was President of the Board of Directors until his death in 1878. The Board passed resolutions in which they stated that but for his interest and financial gifts "the College would long since have closed." The minutes were filled with items of his and Mrs. Watson's gifts, many of them being as large as $5,000. Judge Watson left to the College property valued at $11,000, the income from which was and is used to assist deserving girls through college. In addition to this gift it must be stated that their contributions were the beginning of the endowment which the college now enjoys.

(18) *Laws of Missouri*, 1853, p. 283.

(19) The building is still in use and was named Sibley Hall.

(20) *Lindenwood College Catalogue*, 1857-58.

(21) *Ibid.*

The charge for board, tuition, and room with fire and gas light was $175.00 a year, with an extra fee for special studies in art, music, languages, and for laundry. Forty weeks of actual study was catalogued as comprising the year of work.

The work of the session closed with a public exhibition, for which great preparations were made. One student describes one of these events saying:

> "The exercises were held at the Methodist Church, and as there were no footlights, candles were used, and there was no little fear among the spectators that the students might catch fire. A bridge of boards was laid from the window of the house next door, extending through the window of the church onto the stage, and was a means used by the performers for appearing and withdrawing, as the church had simply an auditorium. This was a fortunate arrangement the buildings being close together, as it rained heavily."

Other exhibitions were held on the campus, and these were great days in the lives of the people in the community who came from far and near. "If the weather was inclement, the dining room was cleared and exercises held there. A number of essays were always read by the students,and if the audience got tired, they forgot it for they never failed to come the next time they were invited."[22]

At commencement an address was given which was supposed to be inspirational and these throw some light on the prevalent ideas regarding women and the colleges for them. An address given in Lindenwood in 1863 contains the following quotation which is interesting as showing a contrast between the girl of the sixties, and the busy, alert senior of 1926.

> "Young ladies, if you would have others reverence your characters, you must reverence them yourself. What is the usual course pursued by the average young woman upon entering the world nowadays? When her school days are past, there follows a few years which are the most important in her life. In the case of the young man, he seeks a profession—and has a definite aim—knows what he expects to make of himself. He knows what is expected of him, becomes a slave to business, and the hand of toil holds him. How is it with the young woman? Don't think me unsympathetic, young ladies, if I speak plainly. The girl when she leaves college is as full of rules and methods as a can is of condensed milk or desiccated meat. She is fond of the latest sensation. She visits her aunt and her school friends by the month, and don't want to come home at all. She plays a little on the piano; is fond of reading popular novels. In the morning while seated in the parlor robed in a wrapper and kid slippers, she writes innumerable letters to innumerable friends, gives much time to the flowing tresses whose chief business is to support a little hat. Her mind for the time being becomes fallow ground. She is much given to waiting—waiting for the coming man—some one to give her a new name. She thinks it awful to sew or do any other work. Her mind is full of crotchets. She *crochettes* a little in the parlor, and coquettes with Cousin James on the front porch in the moonlight. If she has to do a little work, she heaves enough sighs to build a bridge to Venice. Why at this period of life should she have more idle time than the young man? It is true he does not have to dress so much or spend so much time making his toilet, but it is all wrong. . . ."

The picture of the girl of yesterday is possibly exaggerated, yet the activities of the girl of today would be entirely too strenuous for the girl of 1863. Wise educational

(22) *Lindenwood Collection*, No. 31.

policies have helped to bring about a saner point of view regarding the activities of women, and the colleges have done much to make this future development possible.

The Civil War Period and the Years 1865-1870

The Civil War Period was one of anxiety. Some parents were afraid to send their daughters away from home and those in charge of the college were equally anxious about keeping them. However, Mrs. Sibley was undaunted by conditions around her and painted a large flag as an emblem of peace and had it placed over the college. The year 1863-64, the college was well filled, but these were anxious days.

During this year a literary society had been formed which was named the Sibley Society. Its purpose was to encourage literary attainment, and a section of the constitution stated that "no person male or female, was eligible to membership who was not *distinguished* for talent and versed in some science or art." Perhaps the most interesting thing about the organization was the weekly debates which were given by the members. Some of the subjects are appropriate for discussion in 1926, and if the material was properly presented, some of the decisions today would be the same as those given in 1863. The most interesting topics were:

Does novel reading exert a good or bad influence on society?
Decision for the affirmative.

Is it practicable for young ladies at school to receive the attention of gentlemen?
Decision a tie.

Do savage nations possess a right to the soil?
Decision a tie.

Is genius innate?
Decision for the affirmative.

Is a lawyer justified in defending a bad case?
Decision for the affirmative.

Is the course of female education sufficiently mathematical?
Decision for the affirmative.

Is the hope of reward a greater incentive to exertion than the fear of punishment?
Decision for the negative.

Is the mind of woman inferior to that of man?
Decision for the affirmative.

Which affords the most pleasure—anticipation or realization?
Decision a tie.

Which is to be preferred, a clean scolding wife, or a dirty, good-natured one?
Decision for the clean scolding wife.

Is dancing morally wrong?
Decision for the negative.

Which exerts the most influence, the man of wealth or the man of talent?
No decision rendered.

Ought the liberty of the nation to be restricted?
Decision for the affirmative.

Which is the happier, the rich or the poor?
Decision a tie.

Is conscience in all cases a correct moral guide?
Decision a tie.

No matter what the opinion may be about the benefits of such a society it must be evident that if these debates were properly managed and presented, the students were learning to *think*. They were studying Parliamentary law, and were

having experience in standing before an audience and telling in a clear and convincing way their opinions on a variety of subjects. The fact, too, that the constitution of the society required that the debates be written out and handed to the Critic (who was a member of the faculty) for correction, and were publicly criticized, must have had a beneficial effect upon the students. This organization is of special interest, as debating was a new role for women in the early sixties. The essays of that period abound in Latin quotations and references to the classics, and the students must have been more familiar with classical literature than the students of today.[23] It has been said that the colleges of today could well restore some of the old traditions and hold weekly debates which would train the student body as individuals; their benefits would not then be restricted to the few brilliant students who "make the team." The old-fashioned literary society with its weekly meetings and the presentation of three or four "Orations" certainly helped to give the young women in Lindenwood College a cultural background for their college courses.

During this period there were no distinctive changes in the content of the curriculum. It still followed the old line of providing an ornamental and classical education.

Another contrast in the college of 1863 and that of 1926 is indicated in the rules governing the students.[24]

> "The school is opened at eight o'clock when the days are long, and at nine when they are short.... The daily session of the school will average seven hours.
>
> "Ten minutes after the ringing of the bell in the morning, and directly after it has been rung in the evening, the roll will be called and every young lady is expected to answer to her name. As the school bell can be heard for some distance, there will be no excuse for being absent, unless on account of sickness.
>
> "As soon as the roll is called and morning exercises are over, teachers and pupils will proceed to go to their respective rooms as quietly and as orderly as possible.
>
> "Each scholar is expected to keep her books in the desk which has been allotted her, and not to leave her seat during school hours, unless permission is given her.
>
> "Tattling is positively forbidden. This miserable habit is indulged in too frequently by children, and thoughtlessly encouraged by parents to the great injury of the schools. Parents have unquestionable rights to know whatever affects their children, but that which relates to others they have no right, nor should they wish to know. A child is not tattling when she tells her parents of any treatment which she has received at school, or anything relating to school in general.
>
> "Every pupil will be required to keep her textbooks neatly covered with plain calico or some cheap goods.
>
> "No pupils will be allowed to attend parties, circuses, etc.
>
> "Each pupil will be required to promise obedience to all the rules of the college.
>
> "The visits of young gentlemen will not be received unless near relatives.

(23) The records of this society are in the *Lindenwood College Museum.*

(24) *Lindenwood College Catalogue*, 1863, p. 14.

"All letters, books, periodicals, newspapers, or packages, must be sent through the Principal.

"Disorderly conduct, such as boisterous talking, laughing, and romping will not be allowed."

The years 1865-1866 were dark ones in the history of the college. The enrollment was small, there were pressing debts, and more serious still, Judge Watson and some of the staunch supporters had lost heart and expected failure. Only Mrs. Sibley seemed to have retained her absolute faith in the outcome of her cherished project. Even though the college was pressed for money, Mrs. Sibley was not willing to make concessions in regard to religious training. She wrote Judge Watson that she saw no reason for giving up in despair because their first efforts were not successful. In closing, she said, "I would not have anything to do with a school from which religion was excluded, and it is highly important, that, *that* should be the right kind of religion. . . . And therefore I am not anxious to receive any assistance from any one who is not willing that it (the college) shall be managed for the good of souls and to promote the truth as it is in Christ Jesus. Present your paper to the Presbyterians and take all they will give you, let it be more or less than a dollar, or a thousand, or thousands."[25]

The Period 1870-1914

In 1870 a decided change took place in the operation of the college. An amendment was secured to the charter from the Legislature which vested the control of the college in the Synod of Missouri, in connection with the General Assembly of the Presbyterian Church of the U. S. A.[26]

As the college had been closed a year, the enrollment was naturally small in 1870. The lack of students meant that there was also a lack of finances. The result was that a plan was worked out for the sale of scholarships to swell the income. As no great number were sold, the effort was not considered a success, and the struggle to continue the operation of the college continued.

In 1876, the first woman president was elected.[27] On the resignation of Dr. J. H. Nixon, Miss Mary Jewell, who had entered the faculty in 1873, as an instructor in natural sciences, was elected president of the college. The administration was successful in every way, and she continued in office until 1880, when she resigned to be married. Two women have been vice-presidents of Lindenwood College, Miss Catherine Coleman, A. M., who was appointed in 1863, and Mrs. Laura Heron, who filled the office from 1906-1912. It was not until 1916 that a woman held the title of Dean of the College Faculty, and the position is still filled by a woman. There have been two women on the Board of Directors, Dr. Mary McLean, a famous surgeon of St. Louis (and a graduate of Lindenwood College) was appointed in 1895. The following year, Mrs. Seldon P. Spencer was elected. Each served her six-year term. It seems rather strange that although Lindenwood College has been in existence as a school for women for nearly a hundred years, so few women have occupied the higher administrative positions. It is even more strange that women are not represented on the Board of Directors, for they ought to be qualified to render conspicuous service, and with the general recognition of the ability of women, it is hard to explain why the full control of a *college for women* should be entirely in the

(25) *Lindenwood Collection.*

(26) *Laws of Missouri*, 1870, p. 180.

(27) In 1870 Mrs. J. C. Thom was acting president from September to March, but Miss Jewell is the first woman to be formally elected to the office. Two other women have been acting president of the college, but each was appointed in an emergency and as soon as possible, thereafter, the Board elected a man for the position.

hands of men. If the institutions which are engaged in the work of educating women do not recognize their ability to hold important positions, no other organization can be expected to do so.

During the years 1870-1914, there was an attempt on the part of the college to include in the curriculum the traditional or classical course, which was so consistently offered in other Missouri colleges for women. There was also a frank recognition of the fact that a woman's sphere in the world demands a distinctive training which will fit her for her particular function in life, *i. e.*, to be a home-maker, and there was a decided attempt to offer courses which would give her the fundamental knowledge which was so conspicuously lacking in the usual training offered for women. Lindenwood was one of the first colleges in this section to offer training in the management of a home, the care of children, cooking for invalids, hygiene, and lectures on home problems. These subjects were part of the curriculum long before the so-called home economics course was listed.

From the first, the college has recognized that health must be guarded and adequate provisions made for exercise, medical care, hospital, nurse, etc.

Even though the enrollment was growing, the college administration in 1901 began to reduce the number of courses listed in the catalogues and to concentrate on the first two years of college work. The result was that when President Ayres initiated the movement for accrediting as a junior College, the transition was easily accomplished.[28]

Summary: The turning over of the college to the Synod of Missouri initiated a new era in the history of Lindenwood College. The college was brought under the control of men who represented all sections of the State, whereas formerly the members of the Board were all St. Louis men. This change in policy resulted in creating a greater interest not only in Lindenwood College, but in the broader problems of the education of women.

The drive for funds to increase the endowment continued with renewed vigor, and though there was no great success in the undertaking, the college was being kept before the public and undoubtedly interest was created in the institution. The largest subscription made was by Stephen Ridgely, who gave $10,000.00, in 1871, toward the endowment. During all these years the college had striven to give young women an education which would be both cultural and practical, with special emphasis upon good health, and always upon the study of the Bible.

The material equipment of the college was enlarged and improved to keep pace with the steady growth in numbers enrolled. The library which Mrs. Sibley had founded had been increased from time to time until it was adequate for the needs of a junior college. Mrs. Sibley's collection of books is a very valuable one, consisting of about two hundred copies of rare old books, many of them first editions which are long since out of print.

The Newer Lindenwood

The year 1914 marks the beginning of the period of greatest growth in the history of the college. Another man and his wife, Colonel and Mrs. James G. Butler, became interested in Lindenwood and later were the greatest benefactors of the college. Colonel Butler had amassed a fortune by establishing a tobacco business in St. Louis, which was merged with the American Tobacco Company. He was known as the "leading philanthropist of St. Louis." He and Mrs. Butler for years had been members of the Second Presbyterian Church in the city and were warm friends of Dr. Samuel J. Niccolls, who for over forty years was the President of the Board of

(28) See *Chapter on Junior College Movement*, page 31.

Directors of the college. Through his influence, Colonel Butler became interested in the college. At the request of Dr. Niccolls, Colonel Butler in 1910 became a member of the Board and served until his death in 1916, and his greatest interest became the advancement of the college. Colonel and Mrs. Butler were not only vitally interested in the education of women, but they believed that the proper kind of education would prepare young women to "lead useful lives." His first gift was $10,000.00 made in 1906 for a new dormitory (Jubilee Hall) and in 1910 he and Mrs. Butler gave the property which afterwards was used as a conservatory of music. From year to year Colonel Butler made additional donations.

As soon as the growth of the college demanded another dormitory, Colonel Butler was willing to provide it. As part of his program of expansion of the college, he gave Butler Hall which in addition to dormitory rooms, contains a large swimming pool and gymnasium which was completed in 1915.[29] The college still being unable to accept all applications for admission, the following year Colonel Butler gave Niccolls Hall, the largest dormitory on the campus, as a memorial to his friend, the late Dr. Niccolls.

In the meantime President Ayres died in 1914, and the college was in need of a successor. The position was offered Dr. John L. Roemer, who at that time was a member of the Board and pastor of the Tyler Place Presbyterian Church of St. Louis. In order to persuade Dr. Roemer to undertake the new line of work, Colonel Butler pledged his support to the college and Dr. Roemer became President in May 1914.

The Endowment and Growth into a Four-Year College

Just before Colonel Butler's death in August, 1916, he said to Mrs. Butler, "What I have left undone for Lindenwood, you will do, you know my wishes." This trust Mrs. Butler carried out in every way. Before her death she made provision for the endowment of the college, according to Colonel Butler's wishes. During his lifetime her husband had spent something over $175,000.00 on improvements, and the endowment from the James G. Butler estate amounted to $248,000.00. According to the provisions of Mrs. Butler's will, the endowment amounted to $1,377,599.00, plus $50,000.00 for a Bible fund, and two bequests which will eventually come to the college, amounting to $315,180.00—a total endowment of $1,702,739.00. This bequest of Mrs. Butler's is one of the largest which has ever been made to a woman's college. While it is true that Mrs. Butler knew her husband's wishes in the matter, yet the fact remains that his will did not provide the large endowment which was expected. Credit must be given Mrs. Butler for actually making the future of the college assured.[30]

It should be clearly understood that the sums mentioned in the above paragraph are invested in securities and *do not* include the amounts spent on buildings, grounds, and equipment. The present productive endowment fund is $1,258,989.00; the Ridgely fund $10,000.00; and the Watson fund, $12,800.00. The endowment, grounds, buildings, and equipment amount to nearly $4,000,000.00.

The financial success of the college now being assured, it was possible to carry

(29) Mention should be made of the fact that friends of the college were increasing in numbers and in interest. In 1906, in addition to the $10,000.00 of Colonel Butler's toward a new dormitory, funds were given by Mr. Andrew Carnegie, John A. Holmes, Mrs. William McMillen, the citizens of St. Charles, and the alumnae. These gifts paid in full for the building being constructed, Jubilee Hall.

(30) All facts pertaining to finances were furnished by Pres. J. L. Roemer. A study of the bequests made to colleges for women has shown that very few large gifts have been made with the exception of those to Vassar and to Wellesley, and neither of these original gifts amounted to the sum given by Mrs. Butler.

out another wish of the founders, and of Colonel and Mrs. Butler. The following year, the college was reorganized as a four-year college for women, and in compliance with the wish of both the founders and the benefactors, the desire was to make Lindenwood the equal of any college for women in the country. Thus this college which began in 1827 as a private venture became the first four-year college for women in the State. In 1920 the college was admitted to the Missouri College Union, and in 1921, to the North Central Association of Colleges and Universities, and the same year the first graduate in the four-year course (Miss Pauline Weissgerber, of Lebanon, Missouri) received the B. S. degree in home economics.[31]

The increase in the number of graduates in the four-year course has been very gratifying, the class of 1924 numbering twenty-seven, and that of 1925 including eighteen. Another dormitory, Irwin Hall, has been opened and the present capacity of the college is five hundred. The plan of the Board is not to make further increases in capacity, but to hold the maximum enrollment at five hundred, as they believe there are decided advantages in not having a larger student body. The policy of the college is toward concentration of courses, offering the best possible instruction in the strictly academic courses, in music, and in art. Students who desire to be trained in the professions will have to seek elsewhere for strictly professional work. The only degrees which are offered are the Associate in Arts, on the completion of the first two years of collegiate work; the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Master of Music.[32]

In October, 1924, Lindenwood College conferred the first honorary degree of LL.D. It was fitting that this degree should have been granted to Judge Lois Dale, of Texarkana, Arkansas, a graduate of the college.

That Lindenwood is democratic is indicated by the fact that when the four-year course was established, the junior college national sororities voted to withdraw their charters and the members sold the property and used the funds to establish scholarships to assist poor girls in Lindenwood College to secure an education. No other sororities have been established.

Conclusion: The work of the college has been strengthened by high admission requirements and high demands in scholarship. The classes are small, and since practically all of the students board in the college, it is possible for them to come directly under the influence of the college traditions. No cuts from class are permitted, the theory being that if a student is well, she belongs in her classes; if she is ill, she may obtain an excuse from the hospital or the Dean of Women. Self Government is on a practical working basis, the major part of the work being delegated to the students. The attempt is still being made to provide distinctive training for young women which will best fit them to be efficient wives and mothers and to give them practical knowledge about managing a home. The intellectual and spiritual development is also stressed, and a sincere attempt is being made to aid in every way the Lindenwood girls of today. The success of the educational policy may best be judged by the contributions which the former students make to the betterment of the world.

The Alumnae and Other Statistics

The study of the alumnae is based upon the lists for the years 1860-1925. The records prior to 1860 are so incomplete that it seemed best to omit the few earlier names which are on file.

The geographical distribution of the total of 1,500 alumnae, shows that about

(31) Miss Weissgerber is now Mrs. S. B. Palmer.

(32) Bachelor of Science includes the work in education.

50% of them were from Missouri at the time they entered the college. Illinois, Kansas, Texas, and Oklahoma rank next in largest numbers, and there are graduates of Lindenwood College from thirty states, and four foreign countries.

A survey of the occupations of the alumnae shows that they are engaged in forty different lines of activities, the largest number being married and engaged in managing a home. Teaching ranks second in popularity, with secretaries ranking third. Some of the more unusual activities for women are the following:

Doctor	1	Actress	6
Artist	2	Reader	3
Inventor	1	Traveling Salesman	1
Author	2	Newspaper Correspondent	1
Nurse	3	Reporter	1
Judge	1	Bank Cashier	1
Advertising	2	Hospital Aide	1
Organist	2	Lawyer	1
Postmistress	5	Magazine Editor	1
Prima Donna	2		

The above list does not include the large numbers who are students in other institutions pursuing graduate work, and many others in occupations such as librarians, social secretary, Y. W. C. A. secretaries, missionaries, Red Cross workers, etc. Of all the living graduates only fourteen reported no occupation at all, so it is safe to assume that the majority of these young women graduates are actively engaged in some useful occupation. Total figures would show some discrepancy in number as in the case in which a girl who was married and running her own home and at the same time was employed in a gainful occupation, was counted twice. For this reason the complete table is not included.

Eliminating all duplicates, the total number of graduates shows that 45% are married. However, it must be remembered that during the past five years the graduating classes have been larger and many of these students are continuing their education in other institutions, so while they are included in the numbers of the unmarreid, this is no indication that they will remain permanently on the list. If the figures were considered only to 1900, we find that 66% are married.

The total enrollment of students shows that 6,622 students have attended Lindenwood College, and that the clientele is no longer largely local, forty-one states and eleven foreign countries having been represented. The largest enrollments have been from Missouri, Illinois, Kansas, Oklahoma, and Texas. There has been an increase in the enrollment from 1853 (the first year that lists are obtainable to 1926, from 40 students to 492. During this same period the charges have grown from $175.00 to $750.00 for board, room, and literary tuition.

Present Contributions to the Higher Education of Women in Missouri

It may seem to the reader that undue space is given to the study of Lindenwood College. Because Lindenwood College has developed further educationally than any other Missouri denominational College, it demands a more detailed discussion in regard to the college and its present contribution to the education of women in Missouri. The following objectives will be briefly discussed: health, religious culture, the ideal of service, and education for citizenship. It will be noticed that health is placed first on this list, for without good health the best development cannot be attained along other lines.

Health

From the first Lindenwood College has emphasized the physical development of the students. Health, strength and grace of body are considered essential to every young woman's life, and to this end every student is taught to form correct habits of carriage, to gain perfect control of the body, or poise, and to build up the body and its organs that the greatest amount of efficiency may be attained. To secure these results an experienced physician is employed who gives his entire time to the college, and whose sole duty is the care of the health of the students. A well equipped hospital is maintained, which is in charge of a graduate nurse and her assistants. The gymnasium is modern and contains all the usual apparatus. In the same building is a swimming pool with modern filtration plant, and a separate furnace for heating the water, which ranges in depth from three to nine feet. A large athletic field, a nine hole golf course, and six well built tennis courts are maintained

At entrance every student is given a thorough medical examination, and a record made of her general health and inherited tendencies. Special attention is paid to the condition of the heart, lungs, feet and any spinal deviation. Students with any such defects are placed in remedial classes where corrective exercises are given All Freshmen and Sophomores are required to take at least two hours a week in physical education, for which they will receive one hour a semester of college credit. Their work may be selected from any of the following courses: gymnastics, swimming, dancing, archery, tennis, indoor base ball, basket ball, track, field, hockey and golf. A special course in life-saving is arranged for experienced swimmers. The American Red Cross Life Saving instructions are given. Students passing this course become members of the National Red Cross Life Saving Corps and are privileged to wear the emblem. The second semester of the school year a course is given for the training of Camp Counsellors and is combined with instructions in girl-scout training. In the Spring the class has practical experience in camping.

During the college year emphasis is laid on the *prevention of* illness. Students are urged to consult the college physician and no charge is made for office calls. Students who are under weight are required to report at the hospital daily for a rest period, and hot milk or other remedies are given. No charge is made for this service or for the use of the hospital. In the case of serious illness, requiring a private nurse or special attention of the physician, a nominal fee is charged the student.

The aim of the health department is to provide wholesome exercise for every student enrolled in the college, and is not to training of special groups or teams. All of the work is directly under the direction of the college physician.

Religious Culture

In the preceding discussion of Lindenwood College it has been shown that from the date of the founding the religious life of the students has been emphasized. While the college is owned by the Presbyterian Synod, it is non-sectarian in teaching. Every student is required to secure at least four hours of credit in Bible study during her four year course. A number of additional courses are elective, and the enrollment in these classes shows the interest of the students in religious matters. Addresses are given during the year by ministers, missionaries, and laymen of various denominations. Topics are discussed which will give the students a large vision of Christian work. Chapel exercises are held each morning and vesper services on Sunday evenings, at which attendance of all students is required. The Y. W. C. A. is an effective organization in the development of the religious life. Each student is required to attend the church of her preference on Sunday morning. A number of classes in local Sunday Schools are taught by Lindenwood College girls. Frequently

religious services are held by the students in the local institutions of the town (jail, county infirmary, etc.)

The calendar for the past year shows that addresses were made at the college by sixteen ministers who represented churches in St. Louis as well as in China, Near East, Philippine Island, New York, and Illinois. These discussions created among the students a greater interest in local and foreign religious work.

The Ideal of Service

One of the dominant ideals of Lindenwood College has always been the ideal of service. Major and Mrs. Sibley repeatedly told of their desire to provide training for young women which would prepare them for active participation in work which had for its aim the betterment of humanity. Later we find the same statement made by Judge and Mrs. Watson, and by members of the Board of Directors. The constant discussion of the subject in the meetings of the Board led Colonel and Mrs. Butler to adopt for the college the slogan "preparation for useful life."

Today the organization of the curriculum is such that students by electing any one of the several vocational courses, educational, secretarial, music, art, physical education, or oratory, are prepared to be independent on graduation. This emphasis on preparation for a useful life has become a part of the tradition of the college. Students who are independent financially are just as eager as others to enter into some line of work which will enable them to help improve the conditions of others less fortunate. There seems to be a realization not only of the opportunities of a college education, but of the great responsibility it involves. A number of alumnae have entered active religious work as missionaries, or as Y. W. C. A. workers. Others are doing social work, and all are finding that a life of service brings contentment and happiness.

Education for Citizenship

Education for citizenship and moral education are closely related and have a large common element. The most important factor in each is self-control or self-government. This is not produced by the acquisition of any amount of abstract knowledge. The practice of self-government is considered the most important element in citizenship. Every student in Lindenwood is notified that upon her entrance she automatically becomes a member of the Student Self-Governing Association. Individual and community responsibility rests upon the students. The organization is on an efficient working basis, and the duties are handled successfully. It is understood that the authority of the organization is power which has been delegated to it by the faculty. The members of the Board are elected by the students, and the individuals recognize the necessity of selecting students of ability for the executive positions.

In addition to practical experience in citizenship, a course is included in the curriculum. Two hours of credit is allowed a semester, the work is elective, and includes an introduction to historical, political, economic, and social phases of American society, with criteria for intelligent criticism. The discussions are from the point of view of real problems and not merely separate isolated lessons.

The objective of the college curriculum is to prepare young women for family relationship, home membership, and for parenthood. A general course in homemaking is provided for students who do not elect the full course in home economics. The work includes a study of foods, clothing, home management, and home nursing. A total of eight hours' credit may be allowed toward the A. B. degree. For students who desire more specialized training a four year course in home economics is offered.

While the traditional classical course is outlined for students who desire to complete the work for an A. B. degree, they are urged to elect during their college years, courses in the history and appreciation of music and art, and at least one course in spoken English, as well as the general course in home-making.

On entrance every student is required to take an examination in English. On a basis of the results of this test, those deficient in English are assigned to special classes. No student is awarded a certificate, diploma, or degree until she has passed the English examination which is given all candidates for graduation. In one way every member of the faculty is a teacher of English, as all are asked to report any student who shows any deficiency, whether indicated in written work, note books, or in oral recitation. The result has been that students are more particular, and some have voluntarily asked to be permitted to enter a special class to review their previous work in English.

Mention should be made of two additional regulations of Lindenwood College. *First:* No cuts from classes are allowed. The assumption is that students are in college to secure an education and therefore are expected to attend every meeting of the classes unless ill. In the latter case, the student may secure from the college physician an excuse for absences, but under no other condition is she permitted to miss her classes. There is no question but that the scholastic work is of a higher grade than might be attained under other circumstances. *Second:* During the year specialists in vocational guidance are brought to the college for consultation and conferences with students. Every new student is required to have a conference, and others may secure an interview on request. Vocational information is given by other persons who are recognized as having attained conspicuous success in some line of activity for women.

In connection with the vocational guidance work an Appointment Bureau is maintained which aids the graduates to secure desirable positions. No charge is made for the service.

Interest of Alumnae and Former Students

The college endeavors to retain the interest of former students and alumnae by organizing Lindenwood College Clubs. Such organizations are now located in Missouri, Illinois, Arkansas, Indiana, Texas, Iowa, Kansas, California, Nebraska, New York, and Oklahoma. The total number of clubs which have been organized is twenty-five. Regular meetings are held and interesting programs are arranged. The college sends free to every former student a monthly paper (The Lindenwood College Bulletin), which contains items of interest to former students. Frequent Alumnae Directories are published and sent free of charge to all graduates. The book contains full information regarding all alumnae and contains in detail all data since graduation. The purpose of the club organizations and the publications is not only to retain the interest of the former students and graduates in Lindenwood College, but to maintain a higher interest in educational affairs of general interest.

Summary

The dominant ideals of Lindenwood College have been indicated. A distinctive curriculum is provided for women, although at the present time the courses are elective. The writer believes that the following suggestions are worthy of consideration, and if accepted would hasten the attainment of the educational ideals now sought:

First: Lindenwood College is the only college for women in the State which possesses an adequate endowment *in addition* to a splendid plant consisting of a

thoroughly modern educational building, adequate class rooms, laboratories, educational equipment, a fair library, a modern gymnasium, a swimming pool, five modern dormitories, a conservatory of music, a faculty house, and a campus of 138 acres. This plant has been provided without in any way impairing the endowment funds. Since Lindenwood College has no debts, and is on a sound financial basis, it is in a position to select more carefully its students. The method of admission might be improved by discontinuing the present requirement of a diploma from an accredited high school. If examinations were required for entrance, only students would be admitted who are adequately prepared to do real college work. Under present conditions many high schools which are still on the approved list are not adequately preparing their students for college work. Lindenwood College seems to be the one college for women in the State which is financially able to sacrifice present income for the sake of building up the highest type of scholarship. As has been shown in the preceding discussion of competition other colleges MUST recruit a large student body in order to continue to operate. Lindenwood College can well afford to emphasize scholarship rather than a large enrollment.

Second: While distinctive courses for women are being offered for students who care to elect them, the college should make a limited number of these distinctive courses required of all young women who enroll. It has been shown that in many cases students will not elect these studies. However, if these young women are to be really prepared for this higher type of citizenship the work should be *required of every student.* This would probably result temporarily in a smaller enrollment; but again, the college can well afford to wait for the larger enrollment which would undoubtedly result when the benefit of such training is recognized by the parents. If the real objective of the curriculum is to prepare young women for homemaking and parenthood, such courses must be required.

Third: While five of the present teaching staff of forty-six are men, the number of male professors might well be increased. Undoubtedly the work as a whole would prove more stimulating if a larger number of men were actively employed in the teaching.

Fourth: At least one permanent member of the faculty should be a woman who in addition to other educational training is a specialist in vocational guidance. Under present conditions students have an opportunity to hear frequent lectures on the subject and at least once a year a specialist is brought to the college to give expert service. However, a permanent resident teacher who is trained in the work would have time to seek out the students who need the advice the most, and who perhaps are not sufficiently interested to ask for assistance.

Conclusion: The writer desires to emphasize again the importance of incorporating in the course of study the subjects outlined in Chapter XVI as being of particular value to women. Lindenwood College is the one college for women in the State which can afford financially to take the initiative and *require* such training of all women enrolled. In this way the college can render an even greater service to the education of women in Missouri.

CHAPTER VIII

WEBSTER COLLEGE FOR WOMEN
WEBSTER GROVES

Origin

A study of Webster College for Women is included in this compilation, as it is the only four-year Catholic college for women in Missouri. This section is brief owing to the fact that the college is new, having been founded in 1916, and also because the available material is very meagre, only four catalogues having been published during these years.[1]

Webster Groves was selected for the location of the college because of its proximity to Kendrick College, and to St. Louis University. This makes it possible for professors from these institutions to serve on the faculty of Webster College. Until 1923, the college was known as Loretto College. The Sisters of Loretto is the first American order, having been established in 1812 in Loretto, Kentucky, by Reverend Charles Nerinekx, a Belgian Priest. The Order was founded for education only, and the Sisters do no other work.[2] Loretto College was constantly being confused with other Loretto academies in the State, and the name was consequently changed to Webster College. In establishing the college, the purpose was to meet the "ever-increasing demand on the part of young women for advanced education," and to furnish a liberal education which is "based upon a solid scholastic foundation and thus prepare Catholic women for life."[3] The Catholics feel that the traditional concept of a liberal education ought to prevail in a woman's college, and that there is not a great need for vocational education for women. For these reasons this college emphasizes a liberal education.[4]

From the first, the aim was to make the college a standard four-year institution. The original plan included two departments, preparatory and collegiate, which were both housed in the same building. The preparatory department was moved last year to a new location and is now maintained as a separate institution with its own faculty.

Admission

At the time of the founding the usual requirement of the completion of an approved four-year high school course with sixteen units of credit was required for admission to the college department. The sixteen units, however, must include English 3; mathematics 2½; science 1; history 1; foreign language 4, two of which must be in Latin; some one subject other than English 3; and 4½ elective units. The electives might include English 1; Latin 2; modern language 2; mathematics 1½; and science 1 unit.[5] These requirements were really higher than were insisted upon in some other Missouri Colleges at this time, as the outlined fixed units were required of

(1) As none of the catalogues bear any dates they will be referred to as *Catalogue No. I*, etc.

(2) Told to the writer by Sister M. Louise, Dean of the College. The first Sisters crossed the plains in a caravan to Sante Fe, and while enroute were attacked by the Indians, one of the sisters dying of fright. The order is now found in Alabama, Texas, Arizona, New Mexico, Colorado, California, Missouri, Illinois, Kentucky and Nebraska. It maintains only two colleges, one in Webster Groves, and one in Denver, but also conducts over seventy schools located in these states. Nine schools are maintained in Missouri and about two hundred Sisters are teaching in this State.

(3) Told to the writer by Rev. F. B. Corcoran, Prof. of Philosophy.

(4) *Ibid.*

(5) *First Catalogue*, p. 6.

all students and the elective units did not include any vocational courses, which were being accepted by other colleges at that time.

The second year the total number of admission units required was reduced to fifteen and the statement was made that "these *should* include the following fixed units" which were the same as those outlined in the earlier announcement.[6] This evidently implies that while certain units were *suggested* for admission, they were not absolutely insisted upon. This is similar to the change which was made in the requirements of other Missouri colleges in 1917, when the enrollment had not yet recovered from the depression of the World War. Evidently Webster College found that the competition between other Missouri colleges forced the change in requirements. The most recent publication of the college shows that the entrance requirements are again revised. No fixed units are listed and it is stated that "any subject ordinarily counted toward graduation from recognized high schools will be accepted as an elective." However, not more than one credit in any vocational subject may be offered, and not less than a full credit in a language will be accepted, and this only when the same language is continued in college.[7] No statement is given as to the maximum number of vocational credits which may be allowed, although other Missouri colleges limit the number to four.

Course of Study

It has been indicated that the Catholics who founded the college believed in a liberal education for women and interpreted that to mean the old classical course of study. There was no attempt to provide distinctive courses for women, with the exception of work in music and art. From the first the college offered a large number of courses in the academic department. It is probable that the majority of these courses listed in the catalogue were not actually taught each year, but there is no statement showing which ones were really taught. The size of the enrollment made it impossible to have really given such a varied program of studies. As is to be expected the number of courses in Religion and Sacred Scriptures is large. The first announcement shows that a one-hour course in these studies was required during the full four years. Numerous courses in philosophy were listed which included 3 courses in logic, 4 in psychology, 4 in general philosophy, 2 in history of philosophy, 2 in moral philosophy; 4 in social science, 4 in education, 5 in English, 7 in literature, 6 in Latin, 6 in Greek, 5 in French, 4 in French literature, 4 in Spanish, 4 in history, 4 in chemistry, 5 in physics, 2 in biology, a one-year course in commercial work, a three-year course in household arts and science, a four-year expression course, 8 courses in art, physical education, and music, which included piano, voice, and violin.[8]

With the small number enrolled (5) this is a very pretentious array of courses, but the second publication contains the announcement of still additional work. Practice teaching was added to the educational work; 3 courses in English, 4 in German, 2 in Italian, histology, bacteriology, and 4 in history of art were added.[9] Doubtless the aim was to outline a full college course and then select the studies to be actually offered after the students were enrolled. This tendency to enlarge the curriculum is still more apparent in the most recent catalogue, although a statement is included in which it is stated that the college reserves the right not to offer a course unless as many as three students elect it. The additions made to the course of study

(6) *Ibid*, p. 8.
(7) *Fourth Catalogue*, p. 8.
(8) *First Catalogue*, pp. 7-38.
(9) *Second Catalogue*, pp. 10-40.

are anatomy, embryology, physiology, 4 courses in chemistry, 6 in economics, 5 in education, 8 in English, 4 in French, 3 in German, 8 in Greek, 5 in Spanish, 20 in history, 11 in Latin, 5 in mathematics, and 2 in physics.

Owing to the very small number of students enrolled in the two upper years of the college course, it would seem best to concentrate the work on fewer courses and announce in the catalogue only courses which are actually to be taught.

General Regulations

Few regulations are put in printed form by the college. The first two publications state that no student will be permitted to discontinue a course which has been pursued more than two weeks without the consent of four-fifths of the faculty, nor will she be allowed to take up another course in its place except under the same conditions. This is the only college in Missouri where the entire faculty are required to act on this question. This rule is omitted from the last publication.[10] That satisfactory scholastic work is required of all who expect to receive a degree is indicated by the rule that a grade of B (85-95) must be attained in at least one-half of the college work.[11] From the first it has been required that a student must do satisfactory work in English in order to be recommended for a degree.[12]

No material is available regarding the rules and regulations concerning the conduct of the students. Self-government was tried three years ago, but as the faculty found it unsatisfactory, the attempt was soon abandoned. The faculty are not considering another trial and will continue with faculty rules.[13]

No uniform is required of the students except the cap and gown which is worn at mass on Sundays and on other special occasions.

Enrollment

The college was started with five pupils, one a sophomore from Washington University, and four freshmen. Four of these were boarding students and one was a day student. Classes were maintained for the one sophomore, as it was realized that the only way to build up the collegiate department was to provide classes for those who applied, even though the number was small. The growth of this collegiate department has been slow but the increase the last two years has been more rapid as shown by the following table:[14]

Year	*Senior*	*Junior*	*Sophomore*	*Freshman*	*Special*
1917	0	0	3	2	0
1918	1	1	1	12	1
1919	2	1	8	12	0
1920	2	8	10	31	0
1921	6	10	15	20	2
1922	5	17	14	36	2
1923	11	13	18	39	3
1924	7	17	24	36	2
1925	21*	23**	41***	67****	4

(* Includes 5 Sisters)
(** Includes 4 Sisters)
(*** Includes 4 Sisters)
(****Includes 4 Sisters)

(10) *The First Catalogue*, p. 39.
(11) *Ibid.*
(12) *Second Catalogue*, p. 46.
(13) Told to the author by Sister M. Louise, Dean of the College.
(14) *Report of the Dean*, May 1924, p. 4.

The majority of these students came from Missouri, the enrollment by states showing that the first year four students were from Missouri and one from Oklahoma. The second year three states were represented and in 1917 the records show that a total of 106 students were from Missouri and that 76 of these were from St. Louis. There were sixteen other states represented by an enrollment of 47 students; two foreign countries had three representatives.[15]

Graduation

From the first Webster College has offered a number of degrees which included the A. B., B. S., B. P., B. Litt., and the M. A.[16] These were all offered for several years but since 1923 the B. P., and the M. A. degrees have been dropped. The requirements for the three bachelor degrees were on a par with the requirements for graduation in other Missouri colleges. The total number of hours necessary for graduation from Webster College is 132 instead of the usual 120 or 124.[17] With such a limited enrollment, it is quite evident that adequate graduate courses could not be offered and accrediting assured. In 1923 the M. A. degree was conferred upon three students, but after that year the college did not offer graduate degrees. The following table shows the increase in the number of graduates:[18]

Year	A. B.	B. S.	A. M.	B. Litt.	B. M.	Ex-pression	Teacher's Certificates
1919	2	0	0	0	0	0	0
1920	2	0	0	0	0	0	0
1921	5	1	0	0	0	0	1
1922	3	0	0	1	4	0	7
1923	10	0	3	1	4	3	9
1924	5	1	0	1	1	0	0
Total	25	2	3	3	9	3	17

Of the total number of graduates nearly fifty per cent were Sisters as the following list indicates:[19]

Degrees	Sisters	Students
A. B.	5	20
B. S.	0	2
A. M.	3	0
B. Litt.	0	3
B. M.	6	3
Expression	0	3
Teachers' Certificate	16	1
Total	30	32

The recent insistence upon degrees for all teachers in college work has had an important effect upon Catholic educational institutions for women. Sisters who belong to the order of Loretto or other teaching orders have continued their collegiate work and in many cases have secured graduate degrees. As has been indicated in a previous section the competitive situation in Missouri has made absolutely necessary the accrediting of colleges for women as well as those for men. In order

(15) *Ibid*, November, 1924, p. 1.
(16) *First Catalogue*, p. 7.
(17) *Fourth Catalogue*, p. 9.
(18) Report of the Dean, 1924-52.
(19) *Ibid.*

for a college to be listed as a fully accredited institution definite degrees are required of all teachers. This fact partly explains the large number of Sisters who are now candidates for degrees from standard colleges.

Scholarships

In order to build up college departments and also to assist worthy Catholic girls to secure an education, a number of scholarships are offered by the college. The appeal has been made that $10,000 would found a perpetual full scholarship including board and tuition; that $2,000 would found a perpetual tuition scholarship and $100 an annual tuition scholarship.[20]

The available scholarships, now include the Glennon Scholarship ($2,400.00) given by the college to His Grace, the Archbishop of St. Louis in honor of his Jubilee. This sum includes board, room, and tuition for four years. The college also offers eleven annual tuition scholarships to students of the Catholic high schools of St. Louis. The Mother Consuelo Scholarship is an annual tuition award presented by the Loretto Alumnae Association of St. Louis. An annual scholarship for French students has been granted through the American Council of Education.[21]

The Archbishop Glennon Scholarship award was granted last year for the first time, and was awarded on the basis of the results of a competitive examination held in June. The scholarship was offered for the one year only. The examination was open to Catholic graduates of accredited high schools within the limits of the St. Louis Archdiocese. Candidates were required to submit not less than fifteen units of high school work, and these units must include English, mathematics, and a foreign language as these were to form the subject matter of the competitive examinations.

Students who receive other scholarships awarded by the college are expected to assist in the library or in the laboratories.

The Faculty

Webster College has an advantage over the other denominational colleges in Missouri owing to the fact that the teaching is done by Priests and Sisters and there is no expense to the college for instruction. The first faculty included six Priests who were professors of Sacred Scriptures, Religion, psychology, social sciences, philosophy, and history, with Sisters of Loretto teaching music, Greek, Latin, French Spanish, English, literature, science, mathematics, art, home economics, and commercial subjects. No names were given in the catalogue; hence it is not possible to tell who the various instructors were or what training they had had. In addition to the instructors in music, two other women were listed as instructors in expression and in athletics.[22] This faculty list is large considering that only six students were enrolled that year. The second catalogue shows the names of five Priests, one other man with a M. A. degree, six Sisters each of whom held M. A. degrees, six Sisters who held no degrees, and two other women.[23] The present faculty includes six Priests; fifteen Sisters, eight of whom hold the M. A. degree, three the Bachelor's degree from Webster College, three the Bachelor of Music from Loretto Conservatory; two instructors with the A. B. from Webster College; one male professor with the M. S. degree from Notre Dame; and one instructor from Mount St. Joseph's College. The list also includes the following members of the faculty who hold no degrees: two women instructors (in physical education and journalism) and the head

(20) *First Catalogue*, p. 42.
(21) *Fourth Catalogue*, p. 54.
(22) *First Catalogue*, p. 5.
(23) *Second Catalogue*, p. 7.

of the department of expression.[24] As is to be expected the majority of the members of the faculty have been trained in Catholic institutions, but on the whole in training and experience they meet the requirements of the North Central Association of Colleges and Universities.[25]

Expenses

The charges in Webster College are much lower than in other Missouri colleges for women. This is due to the fact that the college recognizes that Catholic families are large and the expense of educating all of the children is great. Another reason for the low rates is that teaching in the college is done by the Priests and Sisters, who are not paid for their work, and therefore the expense of operating the college is much less than in Protestant institutions. During the past collegiate year, it was estimated that the value of the services of the Sisters was $40,000.00.[26]

The original charges were as follows:[27]

Tuition	$50.00
Board, including laundry	175.00
Laboratory fees	5.00 8.00
Library fee	2.00
Lecture fee	1.00
Athletic fee	5.00
Music	40.00
Art	30.00-40.00
Expression	1.50
Expression class lessons	9.00
Domestic Science	20.00
Domestic Art	10.00
Text books, rental fee for the year	5.00
Additional charges on rooms	25.00 30.00

Because of the World War and the increased prices that followed, some of these charges were raised. Tuition was increased to $200.00, additional charges on room were placed at $35.00 to $75.00, athletic fee was increased to $10.00, organ lessons were added at $50.00, private expression lessons raised to $2.50 each, domestic science increased to $20.00, and dramatic art was added to the schedule with a charge of $15.00.[28]

The last catalogue shows a further increase with tuition at $75.00, board $250.00, music $50.00—$60.00, history of music $10.00, and a charge of $5.00 for the use of a piano for practice.[29]

The inclusion of fees for the various courses shows that the charge for tuition is not sufficiently high to cover the total expense, but Webster College has fewer extra fees and lower charges than any of the other Missouri colleges for women.

Financial

While the college does not have an endowment in the generally accepted meaning of the term, it is said to be on a sound financial basis, and has a continuous supply of teachers and income from the Loretto Literary and Benevolent Institution. The total credit of this corporation is at the disposal of this college and is valued at $1,637,000.00. The income from tuition, etc., for 1924-25 was $35,412.00,

(24) *Fourth Catalogue*, pp. 5-8.
(25) Last year the college was admitted o the *North Central Association of Colleges.*
(26) *Report of the dean to the North Central Association.*
(27) *First Catalogue*, p. 42.
(28) *Second Catalogue*, p. 50.
(29) *Fourth Catalogue*, p. 55.

making a total income of $85,412.00 for the current year. The value of the equipment is $11,892.00, of the Library $25,000.00, and the buildings and grounds $1,000,000.00.[30]

Summary: An analysis of the development of Webster College shows the peculiar financial arrangement which is due to the fact that the college is under the direction of the Roman Catholic Church.

For this reason the accrediting agencies do not insist upon the usual requirements of a productive endowment. The Church assumes the responsibility of providing an income which is the equivalent of the income from the usual required endowment. It is particularly interesting that the college should meet the requirements for admission to the North Central Association of Colleges, when the full four years of collegiate work for women has been maintained such a short time.

The location of the college is fortunate in that it is possible for the professors from Kendrick College and St. Louis University to serve on the faculty of Webster College. Since the college was founded by the Order of Loretto, the Sisters are qualified for teaching. Although the Order of Loretto supports a number of schools in Missouri and adjacent states, this is the only four-year college for women which it maintains.

The Catholics are primarily interested in the traditional liberal education and make no provision for vocational education for women. The present curriculum of Webster College, as measured by the suggested course of study in Chapter XVII does not meet the needs of women today. Although the college is a relatively new institution, it is hoped that the curriculum will be reorganized to include those studies which seem to be essential in the preparation of young women for the responsibilities of citizenship.

At the present time the geographical distribution of the students indicates that the college is meeting local needs. On the whole the training and experience of the faculty meets the requirements of the North Central Association of Colleges and Universities. Since there is no expense for the teaching faculty, it is possible to maintain the college and make lower charges than is possible in a college where the faculty must be paid salaries. This enables Catholic girls of limited means to secure a college education.

DENOMINATIONAL COLLEGES—CO-EDUCATIONAL

Statement of the Problem

The problems of the denominational colleges which are coeducational are similar to those of the denominational colleges which are exclusively for women. In both cases the question of securing finances is paramount. If adequate support is obtained for the colleges, it will be possible to meet the other needs.

The second problem to be considered is the curriculum. If women are admitted, the writer believes the institution is under direct obligations to provide a course of study which is of special benefit to women. This suggested course for women has been discussed in detail in Chapter XVII; but at present no college in the State provides this particular course, makes the subjects for women required of all women students, and accredits all the outlined courses toward the A. B. degree. However, there seems to be no valid reason why the work could not be offered. Undoubtedly young women enrolled in Park College who have this preparation for life would be better prepared for their ultimate function as home makers.

As has been indicated in the Introduction to Case Studies, Park College was selected for detailed study because of its unique plan of self-help. This is the only

(30) *Report of the Dean to the North Central Association*, 1925.

college in the State where it is possible for women (and men) to secure a college education on the payment of a very small sum, or in exceptional cases, without any cash payments. Park College has thus made a college education possible to many young women who otherwise could not have secured these advantages.

There must be a recognized responsibility on the part of the administration of the colleges which are denominational and coeducational to provide distinctive training for the women they enroll. Since colleges of this type are privately owned, the various denominations must make financial provision for a specialized curriculum for women as well as the existing one, which is essentially for men.

CHAPTER IX

PARK COLLEGE
PARKVILLE

The literature published by Park College has been strangely silent about women and contains few references to women students. It is at once evident that the outline of the distinctive features of Park College assumes that a fair proportion of women will be enrolled. Although the college has from the first been co-educational, the early history contains few direct references to women students. However, it is evident that women have played a very important role in the development of the unique features of the "Park Family" plan. This cooperative plan could not have been developed if women had not been enrolled as students. Even though there are few direct references to women in the discussion of the historical development of the college, four factors must be kept in mind by the reader:

1. The college was founded for both men and women.
2. The founders believed that some young men and young women would not be able to secure a college education unless some means of self-help was provided.
3. The founders believed that it was possible that the best leadership of church and state might come from these men and women who lacked financial resources.
4. Since women students were necessary for the functioning of the "Park Plan," the struggle to establish a real college, when financial support was inadequate, was a phase of the struggle to make education possible for young women of limited means.

Origin of the College

Park College is the only college in Missouri which is organized on a co-operative basis. It is a four-year co-educational college, located at Parkville, Missouri. Colonel George S. Park, a veteran of the Mexican War, had bought a large tract of land nine miles northwest of Kansas City, Missouri, and planned to make Parkville a great city. Education was badly needed in this section, and Colonel Park in 1852 offered the buildings to the Platte Pre-bytery for purposes of education. The Presbytery was not prepared to take up the work, and Colonel Park looked about for some one to undertake the project. The war stopped its growth, and Kansas City became the commercial center of that section of the State. The offer was renewed in 1870, but Colonel Park's desire was not realized until 1875.[1] Dr. John A. McAfee was looking for a place to plant a college in which to work out a novel educational idea. Dr. McAfee believed that the best leadership of church and state might come from the great middle class, from the men and women who lacked money, and whose very need in that regard could be turned into a means of securing their development and preparation.[2] The need of these boys and girls for self help would furnish them the incentive for undertaking the task of earning a college education.

The two men met, and Colonel Park offered to help Dr. McAfee attempt his experiment by allowing him the use for five years of an old stone building which had been used as a hotel, and one hundred acres of land. Colonel Park agreed that if the project was a success, he would deed the building and land to a Board of Trust for the permanent use of the institution. In spite of the fact that this old building and the use of the land were the only assets, the college opened in May, 1875, as a training school for "Christian workers." This did not necessarily mean

(1) Pamphlet, *Founders Day, Park College*, 1891, p. 23.
(2) Stevens, *History of Missouri*, Vol. 2, p. 40.

ministers, but Dr. McAfee believed that definite training in the methods of Sunday School and lay work would not injure those who were not to go forth to work in the ministry. The aim of Park College was to "fully prepare and train every student to successfully and efficiently carry the gospel to, and become leaders of, the masses."[3] With this aim in mind the Bible became the Text Book and the college was organized into three distinct departments: Bible training, (spiritual, religious, and moral), scholastic training, (mental), and practical training, (physical).

The plan for the Bible study was unusual; the first day of January each year the first chapter in Genesis was read and studied. New chapters were studied daily and the last day in December the last chapter in Revelations was reached and studied.[4] The church was to be looked to for a large part of the support of the college, and while the college was not under the control of any Presbytery or Synod, the teachings in the college were Presbyterian in doctrine. In 1879 the first class with four members was graduated and the experimental stage was considered past. A charter was secured that year which provided that the college should be managed by a self-perpetuating board of not more than twenty-five trustees. The principles of the college were to be non-sectarian, but evangelical. The object of the corporation as defined was "to afford the advantages of training and education to the youth of both sexes. . . . to give especially facilities to those found worthy and not having sufficient means, who may be inured to hardship, acquainted, and in sympathy with the people among whom they are to live and labor, to obtain an education by labor or otherwise."[5] This charter was written by Colonel Park and gives in detail the plan for organizing and operating the college, and specified that there was to be a full course of instruction in science, literature, and art; and in the male department that agriculture, business management, skilled labor, and practical wisdom were to be taught. In the female department in addition to any of the previous courses of study they may select, there shall be taught "Household and domestic duties, management, and culinary arts, which are to be accompanied with regular, practical and skilled labor, and the wise arts required in American homes." This practical work was thought to be of benefit to the college and the students. The men by farm, garden, and other work, and the girls by household duties and culinary arts, would contribute largely to their own support, while at the same time gaining knowledge of the useful pursuits of life, and more perfect health. The hope was to educate the youth by practice, training, and doing, as well as by teaching.[6]

In the third section of the charter the Board was forbidden to contract any debt against the corporation, or to mortgage or encumber the property in any way. This presented almost insurmountable difficulties in the early years of the institution. The funds paid by the students were practically *nil*, and the income from the farm was so small that it was a great struggle to keep the college open. That rigid economy must be practiced was indicated by the clause in the charter which said "it is suggested that the Board of Trustees look most critically into the way things are going. . . It is positively wrong to be indulgent to incapacity or inefficiency, to idleness, wastefulness, or any other unfitness. Let the eyes of these guardians pierce every nook and corner and thereby insure wise and skillful management of the institution. Let them provide the best instructors and make the best provision for the institution their funds will permit. . . . Let them stop all leaks, stir up the indolent, get honest work done, and make purchases go as far as practical, when prices are lowest, for

(3) *Park College Catalogue*, 1882, p. 13.
(4) *Ibid*, p. 13.
(5) *Ibid*, p. 31.
(6) *Ibid*, p. 32.

'There is a time to get.' In summer prepare and lay up for the winter. Let them secure every trust, promptly discharge every trustee, officer, agent, or employee, and have the business, work, and instruction done by as few men at as small cost as possible, consistent with the true interests of the institution, without favor or partiality, remembering that the Lord's work must be better done than our own."[7]

In order to get the work started, Colonel Park furnished the ground for cultivation, a team, some furniture, books, and houses. Some of the citizens of Parkville gave provisions and the means for fitting up the rooms and some conveniences, and the President began the work with a band of moneyless students. These students were to work at some useful labor at stated portions of each day. However, this work did not pay the student's way, but helped and indicated a real determination to secure an education. Friends of education were asked for money and gifts to supplement the efforts of the students. In order to make this appeal to the public, Colonel Park provided a press and some type and the young men were taught the printing trade as the publicity material was being issued. One month before the classes began, a small group of seventeen students began repairing and putting the building in condition for occupancy. The classes began May 12, 1875.[8]

Text books and necessary clothing were furnished the students by friends who had been appealed to, to send boxes of clothing and old school books. The various churches in the State also sent other provisions, and as the number of friends increased, small gifts of money were received to help with the actual cost of the project.

From the first a classical course of study was provided; and during the early years, however, it was a struggle to prevent the work from becoming purely vocational. Dr. McAfee and Colonel Park believed thoroughly in the value of a classical education and were willing to make every possible sacrifice to maintain it. The early organization provided for two departments, college and preparatory, both of which are still maintained.

College Family—Original Plan

The most distinctive factor in the "Park Plan" is the original provision which was made to enable a student of limited means to earn an education. The school was maintained upon a cooperative plan. The young ladies were to do the housework, assisted at times by the young men, while the latter were to do the work on the farm, raising a part of the supplies. The idea was that of a family in which Dr. McAfee held the father's place and directed all operations. The family had no vacations, the students were at home there for the year; but three weeks of the summer term was given each student for rest or to visit friends or relatives. A fee of $25.00 was required to secure entrance privileges of this family. The fee was to pay board and tuition for twelve weeks. This Family Plan was altogether a distinct entity. Park College grew out of the Family work and the majority of the early students were members of the Family though the Family was in no way under the responsibility or control of the Trustees. This was really a private, personal undertaking which was conducted by Dr. McAfee and his family.

The primary object was to develop Christian life and zeal, and secondly, to afford an opportunity for preparation for leadership by means of a full classical course of study and by practical helpful manual labor of some form which was organized and superintended by the Family authorities. There was no endowment, the financing of the work being dependent upon gifts, after the original fee had been

(7) *Ibid*, p. 33.
(8) *Ibid*, 1891, p. 2.

paid by the student. The family owned no property, but had the unrestricted use of all the college buildings and equipment and land.[9]

Students who had been approved and recommended by Pastors and church sessions, who had supported themselves during the twelve weeks' trial, and who were unable to make additional payments, might be continued without payment of additional fees. All were expected to pursue the regular classical course and to perform faithfully all duties assigned to them. All the work of the college was performed by the students. This included the domestic department, farm, orchards, gardens, carpenter shop, cannery, and planing mill; cattle and poultry were raised, bricks were made out of which the buildings were constructed, and the printing shop issued the outlines of lessons, catalogues, and hymn sheets. The work was so arranged that a student was in classes half a day and worked the other half day. There was no effort made to teach trades or to provide for the payment of board and tuition by work, the college being largely financed by gifts.[10]

The Family idea was worked out on a basis of five essentials:

1. *Discipline:* unquestioning and prompt obedience was required of all; any discussion could take place only after the order had been filled.
2. *Bible Study:* regular, daily Bible study, and attendance at the daily religious exercises were required of all.
3. *Parental Care:* to each student as to a child at home, lodging, board, food, and light were provided, and all students shared alike. The only account kept with individual students was the "time record" showing how much time was spent in manual labor.
4. *Pleasant Relations:* these resulted from the intimate acquaintance with the authorities, and much conflict was avoided. This friendship also helped prevent unintentional injustice.
5. *Mutual Helpfulness:* each student shared the responsibility of the Family, and the more advanced students were expected to take a personal interest in, and help the younger.

While the Family was the main interest of the administration, students who were able to pay their way were admitted on the payment of a tuition fee, the charge being based on the degree of advancement of the student. Those in the primary classes paid $5.00, the preparatory $7.50, and the college $10.00 for each twelve weeks of the school term. An additional annual matriculation fee of $1.00 to $3.00 was charged, and good board could he had for $2.50 a week.

The rules were surprisingly few. At a time when other Missouri colleges were listing in their catalogues a long code of rules and regulations Park College required:[12]

1. Entire abstinence from the use of tobacco, and all forms of intoxicating liquors, as a beverage, and all profane and irreverent language.
2. Diligent, faithful, proper use of time. Prompt and faithful attendance on the religious services, a diligent use of the scripture, and a practice of its precepts.
3. Prompt, cheerful, faithful, and willing performance of study, recitation, manual labor and all forms of service.
4. No attendance at balls, theatres, circuses, or any such like worldly places of amusement. Card playing was wholly "discarded."

(9) *Ibid*, 1894, p. 19.
(10) *Ibid*, 1882, p. 22.
(11) *Ibid*, p. 23.
(12) *Ibid*, 1882, p. 25.

The school continued to grow and gifts came in, until in 1890 four hundred students were enrolled. That year Dr. McAfee died, and the work was continued by his sons until 1909, when they turned over to the Trustees all interests of the College Family, which became known as the Self Help Department of Park College.[13] A complete reorganization took place. The new requirements for admission were that the students must have passed their sixteenth birthday, have completed two years of a classical high school course, and be financially unable to meet the expenses of a college education. They must agree to abstain from the use of tobacco, liquor, cards, profane and vulgar language, and be willing to study the Bible daily, attend daily prayer services, and take part in the reading of the Bible and singing. The students who required financial help were divided into five families.

Family No. 2. Members of this family paid $60.00 a year if enrolled in the academy department. They were required to work three and a half hours a day and agreed to remain at the college until the following August. Those in the college department paid $75.00 a year, and worked three hours a day, and were pledged to remain until the close of the school year, the middle of June.

Family No. 3. This group included the students who were financially unable to enter Family 2. A charge of $25.00 a year was made and young men unable to make the initial payment were allowed to work one month, but cash payment must be made by the women. The students were required to give half time to work during the school term and full time from commencement to August first. Because of longer hours of work which were required, women under nineteen years of age were not admitted. The use of free text books was allowed, but the regular class room work must be taken. Those who faithfully performed their duties might be advanced the second year to Family 2, without the payment of money, but all promotions we are at the discretion of the administration.

Family No. 4. This family was organized for the students who were irregular in class room work, and who desired to take classes reciting both morning and afternoon. A cash payment of $150.00 for the year was required and the members must meet the other requirements of Family 2.

Family No. 5. The members of this family were limited to fourteen women and twenty men, who paid $150.00 a year and worked two hours a day but were allowed to select classes which met in the morning and in the afternoon, provided they arranged to work two consecutive hours. In all other respects they were required to meet the rules governing Family 2.

Family No. 1. Membership in this group was not based on a money payment. No new students were eligible, as membership in this family was reserved for those who had done faithful work in one of the other groups, and who were not financially able to pay for their education. On admission to the family, they signed a contract to remain until graduation. Text books were furnished and the hours of labor were three and a half depending on whether the student was in the college or the academy department. The month of July was allowed for vacation.

Expenses

The 1924 catalogue shows that the cash payments have been increased to $200.00 a year; this sum includes tuition, board, room, heat, light, flat laundry, hospital attention in case of illness (Physician's care or special nurse not included),

(13) *Ibid*, 1914, p. 12.

library and laboratory fees, student concerts, entertainments, athletics, and subscription to the Stylus, the student publication.[14]

This sum is only a fraction of the charges in other colleges and an unusual amount of fees are included in the initial charge.

After the first year, if satisfactory work has been done and the student needs help, a scholarship of $60.00 may be awarded, reducing the cash payment to $140.00. The manual obligation remains the same throughout the entire course. It is sometimes possible for a student to arrange to give a note for the unpaid balance, on his promise to repay the debt after he leaves school. Security is desired, but is not insisted upon in every case.

Application and Selection of Students

Another evidence of the great advantage possessed by Park College is that there, are hundreds more applying for admission than can be received. The eight dormitories are crowded to capacity, and the college is able to seek quality rather than numbers of students. This permits a selection of applicants which is not possible in a college where the field agents have to be employed to solicit students. The selection of those who are to be admitted is a difficult task. This is made all the harder by the fact that each student who is accepted becomes a member of the College Family, and every effort must be made to accept only those students who are strong in character, scholarship, and health, and who are in sympathy with the Park plan of education. This rigid limitation of numbers has succeeded in attracting a studious and ambitious type of students.

Each applicant is supported by three references. Some of the determining factors which are considered in addition to the above are the grades from the previous school attended, and recommendations from principals, pastors and others to make sure that the applicant is worthy. Each person applying for admission must file with the college a letter in his or her own handwriting, giving a statement of his or her plans and purpose and reason for desiring to attend Park. The following must be subscribed to:

> "In applying for a place in the Self Help Department, I thoughtfully and freely agree for so long a time as I am a Park College student to cultivate the life of a Christian gentleman (lady) and in particular:
> 1. To be a diligent and honest student and worker;
> 2. To abstain from tobacco, intoxicants, and gambling;
> 3. To put myself in hearty accord with the best religious life of the college."[15]

In consequence of the fact that there are more applicants than can be received Park College does not spend a dollar in advertising for students and employs no field agents. This means that all gifts which are made to the college are used directly for the benefit of the students. The amount which is spent on publicity does not exceed $5,000.00 a year, a large part of which goes for postage and the publication of the *Park College Record*, which is sent to all former students and friends of the college.

The Curriculum

From the date of the founding Park College has emphasized the traditional classical course. Consequently vocational education has not become a part of the curriculum. At the present time ten courses in education are offered, and if the

(14) *Ibid*, p. 20. A letter from President Hawley to the author states that the average student payment last year was $124.00, which included room, board, tuition, hospital, flat pieces of laundry, laboratory fees, etc. The cost to the college was $400.00 for each student enrolled. The deficit must be made up by gifts.

(15) *Park College Record*, October, 1, 1922, p. 4.

proper sequence of courses is followed, the student may receive a State Certificate to teach.[16] The only course in the curriculum which is distinctly for women is home economics. Seven courses are offered in this department and are selected on the basis of preparation for managing a home rather than for teaching home economics.[17] While musical organizations, choir, glee club, band, and orchestra are organized each year, no regular department of music is maintained. Students who desire may arrange for private instruction with teachers who come to the college each week. A total of nine hours of credit in music may be counted toward the Bachleor of Arts degree, but not more than four of these hours may be secured through membership in a musical organization. The additional music credit may be secured by studying with an approved instructor.[18]

It is apparent that the curriculum of Park College as measured by the suggested course of study which is outlined in Chapter XVII does not meet the requirements of women. One reason for not offering vocational courses in the college is doubtless that the college is operated on a co-operative plan, and the students necessarily receive a good deal of training in practical vocational work. However, it is to be regretted that the course of study does not include more distinctive courses for women, which would enable these young women to be better prepared for their responsibilities of citizenship.

The Faculty

In the discussion of the Denominational College for Women in Missouri, it was pointed out that in some of them the personnel of the faculty is constantly changing. This is not true of Park College. In fact it has a remarkable record of faculty service as is shown by the following number of years of service.[19]

1 professor has served 35 years
1 professor has served 34 years
1 professor has served 27 years
3 professors have served 15 years
1 professor has served 5 years

The above list refers only to the present faculty; the average length of service is fifteen years. If it is true that the spirit of a college is built up around a few personalities on the faculty, it is easy to see why former students of the college are anxious to have their friends enter there and have the opportunity of studying with the men who have influenced their own lives during college days. Such loyalty is one of the greatest assets of the college. Not only in service and in scholarship will the Park College faculty compare favorably with the faculties of other colleges, but it is said that their religious leadership is of an exceedingly high order. The staff have made great sacrifices financially all through the years and even now their schedule of salaries is only average. The faculty is largely responsible for the fact that the college can hold the students so that those who enter usually remain until graduation. The present faculty includes 17 men and 8 women.[20]

Rules and Regulations Governing Women

The following rules apply to women students:[21]

1. "Young men and young women are permitted to attend together all evening entertainments in the College Calendar of Events, and events on the Student

(16) *Park College Catalogue*, 1925, p. 30.
(17) *Ibid*, p. 19.
(18) *Ibid*, p. 46.
(19) *Park College Record*, November 29, 1920, p. 92.
(20) *Catalogue Park College*, April, 1925, p. 8.
(21) *General Regulations of Park College* (booklet) September 1922, p. 9.

Enterprise Ticket. Such permission does not include the privilege of walking together on or off the campus during or after such events.

2. "Club and society and all social functions are to close regularly at nine-thirty o'clock except by the consent of the Dean of Women. Young women are required to be at home not later than nine forty-five o'clock.

3. "Special permission for all social gatherings to be attended by young women must be obtained from the Dean of Women, who will approve a chaperon. A list of all students who desire to participate in all social gatherings together with the name of the chaperon, must be submitted to the Dean of Women the preceding day. The chaperon is expected to report all cases of irregular conduct.

4. "College students must consult the head of the Department of Home Economics, and the academy students the principal of the academy about the cost of refreshments previous to any social event at which refreshments of any kind are to be served.

5. "No young woman is permitted to attend any party, picnic, entertainment, or any function whatever without permission from her housemother. The housemother must know where the event is to be held, who the chaperon is to be, etc.

"If for any reason the chaperon fails to appear, the Dean of Women must be consulted in regard to a substitute.

6. "Social and literary privileges may be taken away from any student for poor scholarship and for the purpose of discipline.

7. "The period for recreation is from 5:30 to 7:30 each evening. All committee meetings, rehearsals, etc., shall be held at these times, and all such meetings in which young women are included must be held in the parlors of the dormitories, or at such places as may be approved by the Dean of Women and they must be properly chaperoned.

8. "The young women may entertain young men in the parlor of the young women's dormitories until 8:00 p. m. on Saturdays, or they may walk together on the campus between 5:30 and 8:00 p. m. on Saturdays. On Tuesday evening, college students, but not academy students, may enjoy these privileges until 7:30 p. m.

9. "Young women are not permitted to go to the city unchaperoned. The expense of the chaperon must be paid by the person chaperoned.

10. "Young women are not to receive visitors on Sunday, except by special permission.

11. "The observance of a strict study hour is required from 7:30 to 9:45 p. m.

12. "On Sunday young women may accept invitations to take meals in the village, not oftener than once per month, provided previous arrangements have been made with the housemother and the lady of the house in which the student is to be entertained. Young women must return to their dormitories before three o'clock if entertained at noon, and in time for church service if entertained in the evening.

13. "Young women may not stay over Sunday in any other dormitory than their own.

14. "Quiet must prevail on Sunday from 2:30 to 5:00 p. m., with no visiting during that period, except quiet conversation in parlor or on lawn.

15. "Young women from the dormitories are not permitted to remain over night in the village.

16. "Borrowing clothing or jewelry is considered extremely bad taste.

17. "Talking from windows is not permitted."

Women students who room in town are subject to the following rules:[22]

1. "A cordial cooperation is expected from all homes in the village where stu-

(22) *Ibid*, p. 12.

dents are rooming. A formal blank kept on file in the office signifying their willingness to enforce the rules of the college will be presented to them for their signature.

2. "No student who rooms in town may change rooming places without permission of the Dean or of the Dean of Women.

3. "All students boarding in town are under the same general regulations as those living on the campus.

4. "When going to Kansas City, young women must be chaperoned.

5. "Young women rooming in town must not accept the company of gentlemen, except at such time as the same privileges are accorded to the young women of the dormitories.

"Certain senior privileges will be granted to members of the senior class after conferring with the proper college officers of administration."

In addition the following general rules apply to women students:[23]

1. "Sunday travel is prohibited for all students.

2. "Use of tobacco prohibited.

3. "All students are required to attend Church School and both church services each Sunday, except those living at home, who are expected to attend Church School and one church service.

4. "Men and women are not permitted to dance together.

5. "All dormitory students are required to be present at Morning Prayers."

A system of demerits is maintained which provides that,[24]

"Demerits are assigned for lack of promptness in class work, that is, unexcused tardiness; for failure to hand in required written work when due, etc.; for unexcused chapel and church absences, and failure to hand in excuses for chapel and Sunday School on time; for inefficiency in family work; and for disciplinary reasons.

"For ten demerits in any semester, the privilege of exemption from examination is withdrawn, for fifteen demerits the student is dropped from all student offices, for twenty demerits he loses membership in all student organizations except those of a religious nature, and for twenty-five demerits he is dismissed.

"Demerits assigned after the examination exemption lists for the first semester have been posted shall be credited to the second semester.

"A student who has a class grade of 90 per cent with not more than one-tenth as many absences from class as there are class periods in the course, all of which shall have been properly excused, may at the discretion of the Instructor, be exempt from the final examinations in that subject, his class grade constituting his final grade in the subject, provided he has not more than ten demerits."

Definite rules are laid down governing absences from classes and chapel. These provide that [25]

1. "Excuses for absences from class and chapel must be countersigned by the Dean within twenty-four hours after returning to school. In case the student does not have his excuse in on time, the absence stands unexcused.

2. "All absences from classroom duties shall be reported each day before 6 p. m. to the Dean by the teacher in charge.

3. "No excuse will be received after the final examinations of the semester have begun.

4. "One hour of credit will be deducted for twenty-five absences from a class which recited two or more hours per week, and an additional hour of credit shall be deducted for each multiple of twenty absences in such courses.

(23) *Ibid*, p. 13.
(24) *Ibid*, p. 4.
(25) *Ibid*.

5. "Unexcused tardy marks count as absences. Individual teachers may excuse tardiness.

6. "When the absences are occasioned by personal reasons, the excuse must be signed by the person to whom the student is responsible for general conduct.

7. "Class room excuses must state the duty from which the writer was absent and the reason for absence with the date of absence and the date of writing."

Financial

Students who can afford to go elsewhere to college are not asked to enter Park College. Those who can pay $200.00 a year are asked to do so. No one pays more. *But* no student is ever refused admission because he or she cannot make the cash payment. She may be awarded a scholarship of $60.00 if needed, reducing the payment to $140.00, and if she cannot pay that sum, she may give her note for any unpaid balance, or remain on the campus through the summer and work it all out.[26]

The small amount of fees which are charged means that the administration must secure in gifts an average of $250.00 for each student enrolled. This is in addition to all income from regular sources. It is thus evident that much of the energy and efforts of the administration must be spent in trying to induce persons to make gifts to the college.

The assets of Park College now include 1,400 acres of land, 1,200 of which are in a farm adjacent to the campus, and 300 of which are under cultivation. The net value of this land is placed at $150,000.00, and the buildings and equipment at $1,000,000.00. Park College is particularly fortunate in having an income producing endowment of $1,400,000.00; of this endowment $192,000.00 is available for scholarships. After this income is deducted from the annual expenses, it is still necessary to raise by gifts $250.00 for each student who is enrolled during the year. The pioneer gift of endowment was $1,000.00, which was given by Mrs. Mary A. Watson of St. Charles, who, with her husband, Judge Samuel Watson,[27] made the first gift toward the endowment of Lindenwood College. The largest gift which has been made by a woman to Park College is $100,000.00.

Stephen Ridgely of St. Louis also was an early contributor to the endowment, giving $10,000.00 in 1899, and $5,000.00 in 1891. This same Mr. Ridgely established a fund in Lindenwood College for the aid of poor students.

Park College salaries are about on a par with those paid in other Missouri colleges. The maximum is $3,600.00 and the minimum $1,800.00. There is no distinction in the salary scale for women as compared to the salary scale for men. The highest salary now paid to a woman is $2,700.00 and the minimum $1,800.00. However, the Dean states that as soon[28] as the women on the staff complete a sufficient amount of graduate work, they will be paid the same amounts that are now paid to men.[29]

Democracy in Park College

It has well been said that "we are overdoing this business of emphasizing of democracy," and yet no better term expresses the spirit of Park College. The fact that every student performs some useful service by doing actual manual labor each day places all on equal basis and furnishes to each one an opportunity for advancement and education which is won by real merit.

It is possible for the students to do all the work around the college, as one of the first things they learn is to economize time so that they will have time for their

(26) *Park College Record*, January 16, 1926, p. 4.
(27) *Park College Catalogue*, 1895, p. 47.
(28) Financial data was supplied by President Hawley.
(29) Letter from Dean W. F. Saunders to the author.

studies in addition to their work. Park College has been called "A democracy where everybody works."

The spirit is further fostered by the fact that no secret organizations are permitted. The absence of fraternities and sororities eliminates some of the difficult administrative problems of the usual college and prevents the drawing of artificial lines in the student body.

Although athletic sports are encouraged among the students, there are no intercollegiate games, the hours of required work making it impossible for members of the team to leave the campus on athletic trips. The result of this policy is that the students realize the responsibility of their opportunity, and consequently have a community interest which is strengthened by every college activity.

Enrollment

A general survey of colleges in the United States has shown that 30% of the students attend colleges which are within a radius of 100 miles from home. This is not true of students in Park College, one third of whom come from homes which are 500 miles or more from Parkville. The enrollment has grown from 17 the first year to 416 in 1926. These students represent thirty-one states and seven foreign countries Of these enrolled 416 are in the college department and include 218 women and 208 men. The distribution of women in classes shows:

Seniors	35
Juniors	38
Sophomores	64
Freshmen	73

This enrollment in the upper classes indicates a more even distribution than exists in some other Missouri colleges which admit women. Ordinarily, the first two years show an enrollment which includes the major number of all the students registered. This naturally means that the major part of the time of the faculty is spent on undergraduate work. This more even distribution in Park College is probably due to the fact that students who enter there are expected to remain until they graduate and also that a majority of them are not financially able to enter any other college. However, the training and other advantages in Park College must be unusual; otherwise many of these students would forego an education.[30]

Graduation

Until 1906 three degrees were offered: the A. B. (classical course), B. L. for young ladies who completed the literature course, and the M. A. degree on satisfactory examination in post-graduate courses. Not less than two years must elapse after graduation for non-resident work done and one year of resident work before the M. A. degree would be conferred.[31] In 1906 the B. L. degree was discontinued, and the M. A. was dropped in 1915. Only one degree (the A. B.) is now offered, but a student may secure in addition a five year certificate to teach if twenty-five hours in education is elected.[32] Park College has graduated 1,364 students, 726 of whom are women. The alumnae are scattered over the world as Christian workers; about 50% of the graduates are missionaries, and the majority are in foreign fields.[33] The work which these men and women are doing has justified the continued existence of the college. The class of 1925 numbered 65, of whom 31 were women.

The Recognition of Women

It is interesting to note that while Park College has graduated over 700 women, no woman has ever received an honorary degree. Some of these alumnae and former

(30) Statistics taken from a letter from President Hawley to the author.
(31) *Park College Catalogue*, 1895, p. 47.
(32) *Ibid*, April 1925, p. 30.
(33) Statement of President Hawley to the author from a letter.

students have attained conspicuous success, as Mrs. Mabel Willebrandt,[34] the Assistant Attorney General of the United States. The college has conferred such degrees on a large number of men, the majority of whom have been Presbyterian ministers. The list of persons so honored this last commencement includes four men and no women. This failure adequately to recognize women is further seen in the fact that only three women have ever been elected to serve on the Board of Trustees, one women holding the honor at the present time with eighteen men.[35] The large number of women enrolled and the number of women numbered among the graduates would justify a more equal representation on the governing board. From the first the college has been coeducational, and some of the large gifts to the college have been made by women. Evidently the old prejudice against honoring women has not been overcome in Park College.

Summary: It has been indicated that the problem of securing finances is difficult in the denominational colleges which are coeducational. The problem is particularly difficult in Park College owing to the fact that it is operated on a co-operative basis. A minimum of $250.00 must be raised by gifts for each student enrolled to balance the budget for operation expenses. Added to this sum, additional gifts must be secured for the purchase of equipment, repairs, and any additional buildings. The administration has succeeded in interesting persons of means so that the work of the college has not been hampered but has been expanded from year to year.

This distinctive college in Missouri was founded for both men and women whose state of finances required that some means of self-help be provided. The founders believed that the best leadership of church and state might come from these men and women who lacked financial resources. The entire cooperative plan was based on the mutual help of both men and women. The educational ideas of Dr. McAfee, the founder, were distinctive, and their value to the youth of the State was recognized by Colonel Park, who made possible the establishment of the school.

The dominant ideal was to prepare men and women for Christian work; hence a study of the Bible was conspicuous in the curriculum. Since the students were to do all the work in the school, a "College Family Plan" was worked out. At the same time the classical course of study was emphasized in order to prevent the work from becoming purely vocational.

The large number of applications for admission indicate the existing demand for educational opportunities for young men and women of limited financial resources. At the same time this increased demand permits a careful selection of students which is not possible in a college which has no waiting list of applicants.

The long years of service of some members of the faculty indicate a dominant faith in the ideals of the college. Some of the present members of the faculty have made financial sacrifices to assist in developing the "Park Plan."

It is to be hoped that increased finances will be available in the near future so that the curriculum may be enlarged to include those studies which now seem essential to prepare women adequately for their normal function in life. In 1922 Park College was placed on the approved list of the Association of American Universities, and in 1924 was added to the National Approved List of the American Association of University Women.[36] No statistics taken by the college with reference to its rank in the educational world would mean more than the recognition of these two Associations. Park College is therefore in a position to render an ever greater service to the education of women in Missouri by offering the necessary courses to prepare women for this higher type of citizenship which has been discussed in preceding sections of this study.

(34) Mrs. Willebrandt is not a graduate but attended Park College three years.
(35) *Park College Catalogue*, April, 1925, p. 6.
(36) *Park College Record*, January 30, 1926, p. 3.

CHAPTER X

DENOMINATIONAL COLLEGES—CO-EDUCATIONAL

THE PRINCIPIA
ST. LOUIS

One of the most distinctive junior colleges in Missouri is The Principia, a Christian Science school which is located in St. Louis. This is a standard junior college which is co-educational and is owned and controlled by members of the Christian Science Church. In order to understand the rapid and substantial growth of this educational institution it is necessary to recall that this doctrine has had a tremendous appeal and that a rapid growth in numbers followed its origin. In 1883, Mrs. Mary Baker Eddy is said to have stated that there were over a million persons who had acknowledged her teachings.[1] The present number of members of this church is not known as numbers are never given out.[2] The church in refusing to state figures is said to be following the Bibical injunction not to count those in the "House of the Lord." Perhaps one reason for this growth in Christian Science is the fact that it is a highly individualistic religion and this is probably the explanation of its growth in America. Another reason is the emphasis which it places on the *joys* of religion. The Puritans and later Protestants emphasized a God of *justice*, while Christian Science stresses a God of *love*. Being a happy, joyous religion, it has attracted in large numbers those who seek the new. It has been estimated that among Christian Scientists there are four or five times as many women as men, a fact which seems to indicate the truth of the statement that women are more emotionally religious and are the leaders in every new religious movement. The fact that women are more sensitive religiously than men has made them more interested in a religion which was started by a woman. Mrs. Eddy has stated in her book Science and Health, that the first school of Christ an Science mind-healing was begun by her in Lynn, Massachusetts, about 1867, with one disciple.[3] "Like Mohammed, she began with one disciple, and like the religion of Islam, her teachings spread with a rapidity mightily contrasting with Christianity."[4] While no figures are available as to the exact number who have accepted Christian Science, it is safe to assume that the number is very large. That this has been of assistance to The Principia will be indicated in the discussion.

Unlike other denominational colleges in Missouri which accept women students, The Principia definitely states in the catalogue that the school is not a private enterprise in the usually accepted meaning of the term, but is a "philanthropy conducted without profit and *with the sole purpose of being of use to the Cause of Science* through the special training it is able to provide for the sons and daughters of Christian Scientists."[5] This frank statement that the school exists to further Christian Science is in direct contrast to the usual statements made by denominational colleges who seek to attract students of other sects. Other striking contrasts in the policy of The Principia will be indicated in this discussion.

(1) Farnsworth, *The Sophistries of Christian Science*, p. 3.

(2) The author has been told that there are 32 church in Missouri. The number of members in Missouri is unknown. There are 2,203 churches in the United States and again the number of members is unknown. There are 7,828 Christian Science Practitioners who are listed in the Christian Science Journal. Told to the author by Mr. Frederick Morgan.

(3) Eddy, *Science and Health and Key to the Scriptures*, Preface, p. XI.

(4) Farnsworth, *The Sophistries of Christian Science*, p. 3.

(5) *Annual Catalogue*, 1924, p. 14.

The school is incorporated and owned by a Board of twelve Trustees, all of whom are active members of the local Christian Science Church and at the same time are members in *good standing* of the First Church of Christian Scientist, in Boston.[6] However, it should be clearly understood that The Principia is an independent enterprise and is in no way officially connected with the Christian Science movement,[7] except that it is owned and controlled entirely by members of the Christian Science Church who are in good standing.

Origin of the School

The school was founded by Mrs. Mary Kimball Morgan, who had two small sons to educate and felt the need for a school which was controlled by Christian Scientists. Failing to discover one in operation, she and her husband had the loft of their barn fitted up as a school room and she began to teach her own children and one of their playmates.[8] Other parents became interested and asked to be allowed to send their children. The Principia was accordingly established in October 1898, with sixteen pupils in attendance, all of whom were residents of St. Louis.[9] At the end of the second year a tutor was engaged to assist with the teaching and the school moved to larger quarters. A boarding department was opened for the benefit of students who lived outside of the city. The attendance grew in spite of the fact that at that time there was no thought of permanently continuing the school. A dormitory for boys was erected the following year, and the founder used her own home as a residence hall for the girls.[10]

By the summer of 1901 the school was thought to have proved its worth, and a permanent organization was effected. A group of interested friends "pooled a large part of their worldly goods" and purchased a ten-acre tract of land in the Western part of the city. A residence was provided to house the girls and a large stable was used as a gymnasium. A building was also erected which was used as a dormitory for boys, the first floor being reserved for class rooms. From the first the project has grown and additional buildings have been erected to meet the growing demands.[11]

Organization

The school has always been co-educational. There is no attempt to teach the various courses from the standpoint of religious convictions; nevertheless it would be interesting to know just how much the doctrines of Christian Science color the presentation of the subjects. The work begins with a preparatory department and extends through the junior college years. However, this study will be confined to a discussion of the junior college work for women.

All classes in the school are kept small in order to allow personal contact of the student with members of the faculty. The home department is arranged on the same plan; a group is maintained in which twelve to twenty pupils come under the personal supervision of a member of the staff. The persons in charge of the home life have no other duties, but give their entire time to their work.[12] While this system materially increases the cost of administration, the benefits of the plan are evident.

Admission

Although other Missouri denominational colleges seek students of all religious affiliations, The Principia enrolls only students who are sons and daughters of mem-

(6) *Ibid*, p. 15.
(7) *Ibid*, p. 17.
(8) Told to the author by Mr. Frederick Morgan, son of the founders.
(9) Five of these students are now members of the faculty and ten are members of the Alumnae Association.
(10) Told to the author by Mr. Frederick Morgan.
(11) *Ibid*.
(12) *Ibid*.

bers in good standing of the Christian Science Church. Others are *not accepted.* However, pupils are received even though but one parent is a Scientist when "both parents are willing that the student shall be encouraged to grow in understanding as a Christian Scientist and have Christian Science treatment in case of physical need.[13]" The usual scholastic statement and testimonial of good moral character are required from the principal of the institution last attended, and other requirements which are distinctive. The Principia prefers not to accept students who expect to attend only one year. As references the names of a registered practitioner of Christian Science, and a reader of the church attended by the student are required. A letter is sent to the persons whose names are given as religious references, explaining the purpose of the school and the fact that the type of student who is desired is one who will be a "desirable companion for other boys and girls, is moral, honest, well bred, and entirely normal, and that the boys and girls themselves desire to be brought up as Christian Scientists."[14] A questionnaire is enclosed which contains the following questions:

1. Do you know this applicant personally?
2. Would he or she, in your opinion, prove to be the type of pupil we wish for The Principia?
3. Is he or she, physically, mentally, and in every way normal?
4. Does he or she attend church and Sunday School regularly?
5. Is he or she, an earnest Christian Scientist?
6. Are both parents of this applicant earnest Christian Scientists?
7. Are the parents in good standing in the city in which they live?
8. What was their previous religion?
9. Are both parents willing to trust the applicant to Christian Science in every emergency?
10. Are there irregularities in the home life with which the authorities should be acquainted in order to work most harmoniously with the applicant?
11. Is there any reason why we should refuse this applicant?

On the basis of the information contained in the application of the parents, the recommendation of the school principal, the Christian Science Practitioner, the reader of the church attended, the previous scholastic record, and special letters, the question of admission is determined. It is at once evident that such careful selection of students is distinctive as it has been shown how the other Missouri denominational colleges recruit their student body.[15] Unlike the majority of other Missouri colleges for women, in The Principia twelve of the fifteen admission units required for entrance into the college department are absolutely fixed units.[16] The practice in other institutions is to list in the catalogue units which are "suggested" for admission, but in actual practice to accept any fifteen units presented from the list of subjects which may be offered for admission. Since the number of applicants for admission to The Principia exceeds the accommodations, it is possible to select carefully the student body. This condition of actually having a waiting list is one which other colleges in Missouri have not yet attained.

The explanation of the excess of applications seems to be due to a number of causes, one of which is the exclusive appeal. The very fact that it is not easy to secure admission attracts some. Since the cost of attending this school is greater than in

(13) *Ibid.* Also stated in the printed form to be filled out by a registered Christian Science Practitioner in recommending a student.

(14) Taken from the printed form.

(15) See discussion in Chapter IV.

(16) See statement in *Annual Catalogue*, 1924, p. 17. These units include English 3, history 2, language 4, algebra 1, and geometry 1.

other Missouri colleges, the children of the well-to-do, who meet the requirements naturally become interested in enrolling. Another reason is the fact that this is the only school of its kind in the country; consequently active Christian Scientists who are considering the selection of a college will be sure to investigate the one institution which their own denomination maintains.

The Junior College

The junior college work began in 1910, but was at first really only post-graduate high school work. The growth of the department was such that in 1916 the courses were officially accredited by the University of Missouri, and in 1923 by the North Central Association of Colleges and Secondary Schools.[17] The usual junior college course is offered. However, The Principia offers no course in psychology, biology, physiology, or hygiene, although students who transfer from other schools and present credits in these subjects may receive advanced standing for the work already completed.[18] Botany is offered as a biological science and logic is substituted for psychology. Descriptive astronomy, chemistry, art, French, German, Spanish, English, home economics, philosophy, economics and mathematics are the other courses which compose the curriculum.[19] The reason for the elimination of the above courses is said to be that such studies will interfere with the religious beliefs of the students.

Foods and clothing are the only two distinctive courses for women. No department of fine arts is maintained, but the school is willing for students to arrange for private lessons with teachers in the city.

A comparison of this junior college curriculum with the suggested course in Chapter XVII shows that nearly half of the essential courses for women are not included in the course of study in The Principia. These omissions are the following essential courses:

Home making	5 hours
Psychology	5 hours
Sociology	5 hours
Biology	5 hours
Citizenship	4 hours
Home Health	3 hours

It is strange that both citizenship and American government are omitted from the curriculum in the school as one or both are usually included in junior colllege courses in Missouri.

In spite of the increasing recognition of the importance of the study of the social sciences, no course in sociology is offered. This indicates a lack of interest in the great problems which today challenge the serious scholar. While courses are taught in history, economics, and philosophy, it is difficult to understand the omission of sociology from the curriculum. The only explanation which can be offered is that Christian Science is not concerned with the vital problems of society. The fact that the order of service of the church includes only a discussion of Mrs. Eddy's books effectually eliminates any consideration of social problems and human welfare. Although the writer does not approve of any college course which does not include the study of psychology, sociology, biology, physiology, and hygiene, The Principia is less subject to criticism in as much as it is frankly stated in the publications of the college

(17) *Minutes of the North Central Association of Colleges and Secondary Schools*, 1923, p. 18.
(18) Told to the author by Mr. Morgan.
(19) *Annual Catalogue*, 1924, p. 17.
(20) Schaper, *The Place of Social Sciences in the Curriculum of the Junior Colleges in Missouri*, p. 10.

that no such courses are taught. Though holding an entirely different view regarding the necessary subjects in a curriculum, one can at least respect the frankness and honesty of the statement that such courses will not be offered.

The most vital need of education today is that it should become conscious of its mission in making the individual socially efficient.

Education is the one channel which can vitalize to the student all the other institutions in their importance and role in society.[20] This aim can be attained only through a study of the social sciences. Education which aims to develop socially efficient individuals should make the four institutions—family, state, religion, and industry—understood to society from the point of view of their social significance. Since the aim of education is to fit the individual for his or her place in society, the social studies cannot be omitted from the curriculum for women.[21]

The school does not use psychological tests of any sort, "believing that such tests are useless and positively harmful. In working with the pupils the teachers are conscious that 'all things are possible with God' and that man is not limited in his ability to progress."[22] There is no segregation of students into class groups on the basis of natural ability nor is there any differentiation in grades granted as a result of such classification.

Another custom which is ususual and is to be commended is the rule that no student will be graduated who has not been in attendance more than one year. The school will not stand sponsor for the scholastic ability and general character of those who have attended The Principia but a short time. Such a decision is possibly due to the fact that this school is able to hold its students for a long period of time.[23]

Growth of The Principia

In 1898, The Principia had three teachers and sixteen pupils, all of whom were residents of St. Louis. In 1926, there are 655 enrolled, who represent 41 states, Canada Mexico, and Alaska. Of this number 531 are in the preparatory department, and of the 124 college students, 70 are young women.[24] This indicates that the preparatory course is still more popular than the junior college work. The significance of this wide geographical distribution of students seems difficult to explain when the financial budget does not include any expenditure for publicity.[25] It must be remembered in this connection that the Christian Science Church is one of the most widely advertised in the country and therefore it is probably not necessary for the school to advertise directly. In any event this condition is in contrast to that existing in other Missouri Colleges which spend large amounts for advertising.

The plant has grown until there are sixteen buildings. The administration is now working to develop a four-year college course; 136 acres of land has been purchased in St. Louis County for the use of the college department. The expansion to a four-year college is not to be attempted until the drive for a six-million dollar endowment is an assured success.

Financial Policy

The school has no endowment, but, as is indicated above, is financing a drive for such a fund, which will be adequate for the needs of the college. The value of the present plant is $1,513,029.49, which includes buildings ,grounds, and equipment.[26] The expansion of the school has been made possible by gifts from members of the

(21) *Ibid*, p. 11.
(22) *Annual Catalogue*, 1924, p. 19.
(23) See discussion on page 61, Chapter V.
(24) Letter to the author from Mr. Morgan.
(25) Survey of the budget made in the office of the Principal by the author.
(26) Financial data furnished by Mr. Morgan.

Board of Trustees, and other friends of the college. The members of the Board have proved their vital interest in the institution by promptly making up any deficit that occurred and also by very generous gifts to the school. This is another distinctive feature of this particular school, as the members of the Boards of the majority of other denominational colleges in Missouri have not made any large gifts to the institution with which they are identified. The founder of The Principia, Mrs. Morgan, is also President of the Board of Trustees and has never accepted any salary or other financial remuneration for her services, but has given generously of her own means.[27]

The average salaries paid to the faculty compare very favorably with the scale of other Missouri denominational colleges for women. The minimum salary is $1,800 and the maximum is $3,000. The total salary budget for the junior college department for 1924-1925, was $20,504.00. The income from fees was $34,262.00, and the total operating expense exclusive of board, and room was $372,180.00. There is no income from endowment, church, city, State, or the United States.[28]

Since *all the employees* of the college are active members of the Christian Science Church, they have been willing to make financial sacrifices to help build up the permanent organization. It is the desire of the administration to increase the salary schedule as rapidly as the financial conditions will permit. The school has never been self-sustaining, although the deficit of the last year, $14,000.00, was the lowest in the history of the institution. The annual deficit may seem strange, as the charges are higher in The Principia than in other Missouri colleges, the rate for board, room, and tuition being $1,000.00 with additional fees.[29] The deficit is due to the plan of organization; the overhead expense for maintaining small units of not more than twenty pupils requires a large outlay. The administration believes that the advantages of such a system warrant the expense. This seems to prove the contention made (Chapter IV) that some of the Missouri denominational colleges for women might well increase their rates, as the public would probably be willing to pay a larger sum if superior advantages were offered.

The school maintains no luxurious dormitories; the rooms are comfortable and home-like, and a uniform charge is made for all rooms. There are no private baths and no selection of rooms by the student; the Dean of Women assigns pupils to their quarters and reserves the right to move them at any time during the year. Again this policy indicates that a college may attract desirable students without resorting to dubious methods of increasing the enrollment.

No scholarships are awarded to students who have not been enrolled one year. This means that the administration strictly adheres to the published schedule of charges in accepting new students and makes no reduction as an inducement to prospective students.

Gifts From Women

The Principia has been very fortunate in receiving gifts from interested friends. In many cases these have been made by husband and wife so that it would hardly be honest to divide such bequests and state that half of the amounts were given by the wife. One of the Trustees, Mr. Clarence H. Howard, and Mrs. Howard, of St. Louis, have together given gifts which are estimated at over $200,000.00. In addition they own some of the buildings which are being used and for which they have never been paid any rent.[30] The largest single gift which has been made by a woman

(27) *Ibid.*

(28) Report of The Principia to the *North Central Association of Colleges and Secondary Schools*, 1924-25.

(29) Additional charges are made for the lecture and concert series, athletics, home economics, science, graduation, and music. See *Annual Catalogue*, 1924, p. 92.

(30) Data secured from Mr. Morgan.

amounts to $44,000.00. Another woman gave $10,000.00 three years ago for the purchase of property, another gave $10,000 for the establishment of a scholarship fund, and a former Principia girl gave $5,000.00 on the day of her graduation. There have been many similar gifts in the past ten years. Mr. Morgan estimates that in the past ten years women have contributed approximately $100,000.00. This is another indication that while women are vitally interested in education, they seem to prefer to make donations to co-educational colleges rather than to those exclusively for women.

Student Government

Student government is on an active basis, each student being required on entrance to sign a pledge that he or she will support the organization in every way. One very commendable custom which has been in practice for several years is the holding of monthly meetings for the parents of the pupils. Those who reside in St. Louis or the vicinity are expected to attend, and those from a distance are requested to plan their visits to the school so that they can be present at the regular meetings. This offers an opportunity for a discussion of questions connected with the school and undoubtedly secures better cooperation between the parent and the administration.[31] One result of this mutual understanding of problems is that The Principia is able to hold the student body from year to year and thus avoid one of the great problems of other denominational colleges. On going over the lists of students from year to year, the authorities found that over eighty percent of the pupils remained until graduation, and considering the fact that the work begins in the lower grades, it is evident that there is thus an opportunity to build up a wonderful spirit of loyalty which is not possible when the personnel of the student body is constantly changing.[32] The school is fortunate, too, in that there are few changes in the personnel of the faculty. During the past ten years the changes have numbered only five or six, which is a remarkable record for a college faculty of standard grade.[33]

Publicity

One of the most unusual things about this school is the fact that no attempt is made to secure publicity and no expense for advertising has to be included in the annual budget.[34] The Principia has no advertisement except one small notice which is carried in the Christian Science Monitor. The placing of this item in the paper is not an attempt to attract students but rather to keep the school in the minds of the church members. The reason that publicity is not required is the nature of the school and the church organization. While no definite figures are available to show the exact number of members of the Christian Science Church in Missouri, it is said that the church has had a phenomenal growth in the last few years, and the fact that The Principia is the only school of this type in the country has helped to create a demand for admission, and has thus eliminated some of the most trying problems. No field secretaries are employed and no pupils are solicited. No catalogues are sent except upon request. If a name is sent in by a friend with a request that a catalogue be mailed, the office will send a letter and a pamphlet describing the nature of the school, and the offer to send a copy of the catalogue if the student is sincerely interested in this type of school. The officers of administration estimate that the cost of catalogue and the correspondence is about *fifty-seven* cents, which is the total sum spent to secure a new student.[35] In spite of the failure to advertise The Principia, a waiting list is

(31) *Ibid.*
(32) *Ibid.* See discussion on page 61.
(33) *Ibid,* See discussion on page 62.
(34) *Ibid,* See discussion on page 51.
(35) Data secured by the author from the Principal and the business Manager.

maintained. The growth of the school is due to the influence of the Christian Science Church. Since the denomination is not supporting any other colleges there is naturally a demand for admission by adherents of that faith. Similar conditions might exist in other denominational colleges for women in Missouri, if each denomination was concentrating its support upon one college instead of dividing it among several.[36]

Summary: It is of interest that this college is the outgrowth of a private experiment in education which in the beginning was assumed to be purely temporary. The success of the initial project led to the gradual expansion of the work into a full junior college course. Owing to the fact that The Principia is the only college of its kind in the country, it is possible to select carefully the students from the large number of applicants for admission. To understand the widespread appeal it must be remembered that Christian Science is essentially an individualistic religion of the well-to-do who have leisure and who are not faced with the problems of economy and the conditions of the poor. For this reason it is possible to maintain in The Principia a higher scale of charges than is made in other Missouri Colleges.

It has already been indicated that the curriculum as measured by the suggested course outlined in Chapter XVII does not meet the needs of women. The author also has stated that she does not approve of the omission of certain vital courses from the curriculum. In fairness it is stated that since the catalogue contains the frank statement that the school exists for the "sole purpose of being of use to the Cause of Science" and since no person is employed, or any student accepted who is not an active member of the Christian Science Church, from this point of view the college is justified in this attitude. However, the author believes that any policy of education which aims to be of the greatest service must retain an open mind on every subject and seek a knowledge of all truth.

The Principia is splendidly equipped for educational work and has a well chosen faculty. The rapid growth of the enrollment indicates that the school is filling a need which exists among the members of this religious denomination. The school is fortunate in being in a splendid financial condition and in having received many large gifts of money and property. The present indications are that the drive for an endowment will soon be an assured success. Mention must be made of the fact that there is no discrimination made in the amount of salary paid to men and that paid to women. Six of the twelve members of the Board of Trustees are women, and this is a larger percentage of women than exists on the governing board of any other Missouri college.

One of the most distinctive features of The Principia is the fact that no money is spent on publicity, which means a large saving to the institution, which can be spent on educational equipment and expansion. This condition is partly due to the fact that the Christian Science Church is well advertised and that the school is unique in this country. However, the author believes that it is also due in a large part to the fact that the students enter the Principia with the expectation of continuing there until graduation. This furnishes an excellent opportunity for building up a spirit of loyalty and a real interest in the future of the school. The result is that the former students are active in sending their friends to The Principia, and in the last analysis that is the best form of advertising that an educational institution can have, and is the one form of publicity, which can not be bought with money; hence it is the most valuable.

(36) See discussion on page 41.

PRIVATELY OWNED INSTITUTIONS, NON-SECTARIAN AND CO-EDUCATIONAL

Statement of the Problem

The problems of an educational institution which is non-sectarian and co-educational are very different from the problems of the institutions which have been described in the preceding chapters. It has been indicated that the greatest difficulty the denominational colleges have to face is the question of securing adequate financial support. Since the colleges are under the control of various religious denominations the administration naturally looks to the church organizations for financial aid. While some assistance has been given the colleges by the denominations, it has been indicated that with one or two exceptions no large gifts have been made to these colleges. Undoubtedly one reason for this condition is that the interests of the members of the various churches is divided among several colleges which the denomination is fostering. This prevents the concentration of gifts to any one institution and leaves the financial question the most pressing one.

CHAPTER XI

WASHINGTON UNIVERSITY
ST. LOUIS

Washington University is the one institution of higher learning in the State which is privately owned, non-sectarian, and co-educational. Consequently this particular institution faces problems which are wholly different from those already discussed. In the early history of the University financial support was the greatest need. Large gifts have been made from time to time until Washington University is the most heavily endowed private institution of higher learning in this part of the country.

Another problem which confronted the University was the question as to the type of institution: was the policy of administration to be one in which women were placed on equal footing with men or were women to have provided for them courses which were distinctly for women? The decision of the governing Board was that the policy of the institution was to be such that Washington University would remain an institution of higher learning which would be essentially for men. This attitude will be discussed in a later section.

In recent years, since adequate financial support has been secured, the problem of scholarship has received careful consideration, and the development of the graduate and professional schools has been emphasized. Women who meet the requirements of these various divisions are admitted.

After a brief summary of the origin and history of the University, the problems in Washington University will be discussed.

Origin and Early History

Washington University, like the State University, is co-educational and non-sectarian, but unlike the latter, Washington University is a private enterprise and has no connection with the State.

In February 1853 Wayman Crow, a member of the State Senate, "by the light of a tallow candle in his room at a boarding house in Jefferson City" wrote the charter for the incorporation of an institution of higher learning in St. Louis.[1] Mr. Crow wrote this charter on his own initiative; no suggestion or request to secure the legislation had come to him. However, from time to time, he had heard Dr. William G. Eliot of St. Louis discuss the need of an institution of learning in St. Louis. The Missouri Legislature by a special act on February 22, 1853, approved the charter.[2] The terms of the charter were very liberal: all property of the school was to be forever free from taxation; the charter was to be perpetual, and no limitations of any sort were imposed. In honor of Dr. Eliot the school was called Eliot Seminary. However, one very important restriction was imposed by the incorporators. In Article 8 of the Constitution adopted by them it was provided that "No instruction, either sectarian in religion, or partisan in politics, shall be allowed in any Department of the University, and no partisan or sectarian test shall be used in the election of the Professors, Teachers, or other officers of the University for any purpose whatsoever." The Constitution also declared that this article was not subject to alteration at any time. To make changes impossible the charter was amended February 22, 1857, and the articles of amendment contain the above clauses.[3] It was further

(1) Stevens, *St. Louis the Fourth City*, Vol. II, p. 623.
(2) *Laws of Missouri*, 1853, p. 290.
(3) *Ibid*, 1857, p. 610. Also *Catalogue Washington University*, 1890, p. 11.

stated that if any member of the faculty was proved guilty of violating the act, it was the duty of the Board of Directors to "forthwith" remove the person, and that he should be forever ineligible to any office in the University.[4]

All endowments received were understood to be based on this fundamental condition. It was thus determined from the first that the new institution should be free from all partisan or party spirit, and this principle has been observed to the present time. This non-sectarian principle was a dangerous theory at this time, as the leading colleges in the country were under denominational control, or at least supported by denominational patronage. State Universities were little known and for a private institution to be launched with such a doctrine openly stated created a great deal of discussion.[5]

At the first meeting of the Board of Directors the question of finances was considered. Dr. Eliot said:

> "When the seventeen incorporators were called together in a private parlor, they had not a dollar in hand, there was little or no wealth among them, their conjoined property would not have reached a half million dollars in value, they had no social or religious organization to back them, no definite plan of action, no reasonable assurance of success. There was probably not an individual outside of their own number who thought they would succeed and the most sanguine among themselves were only half conviced. But beginning with a grammar school on a small scale, they worked with just enough faith to keep them alive and by deserving success gradually attained it."[6]

From such an humble beginning has developed one of the greatest educational institutions of the middle west. Washington University has been blest with generous gifts, and even during the first year following the granting of the charter, contributions of land and money amounting to $80,000.00 were made toward the endowment of the University. It was thus possible to start the educational work.[7] The formal inauguration of the University took place April 22, 1857; the outstanding event of the occasion was an address on "Education" by Honorable Edward Everett. At this time Dr. Eliot, the first president of the Board, explained why the name was changed to Washington University. By a happy coincidence the charter had been approved February 22, 1853, and the first meeting of the incorporators at which the organization of the institution was accomplished was held February 22, 1854. By this coincidence of birth, the name "Washington University" was suggested.[8]

Organization and Curriculum

The first school from which the present University has grown was really an evening school for boys which was opened soon after the charter was granted. This school was named O'Fallon Polytechnic Institute in honor of John O'Fallon, a member of the Board of Directors. This was the first institution in the Middle West to emphasize manual training and technical courses.[9] A day school for boys was also opened which later became Smith Academy. Students were received at eleven years

(4) *Laws of Missouri*, 1857, p. 611.

(5) It was feared by many that this would mean the University was irreligious. However, when the first graduating exercises were held the meeting was opened with prayer and the papers of that day said that the prayer was the feature that most interested their readers, and Dr. Eliot was asked for a copy of the prayer so that it might be published. The editorial comment on the prayer said that it expressed "the spirit of the institution."

(6) Stevens, *Centennial History of Missouri*, Vol. I, p. 54.

(7) Snow, *History of Missouri*, Vol. 1, p. 43.

(8) *Catalogue, Washington University*, 1859, p. 4.

(9) Phillips, *History of Education in Missouri*, p. 202.

of age. In May, 1859, Mary Institute was founded by "several gentlemen" who decided to establish a Female Seminary. Land was bought which was valued at $20,000, and cash to the amount of $25,000.00 was contributed. The purpose of establishing this new institution was to provide thorough instruction so that the "*citizens of St. Louis need not send their daughters a thousand miles away from home for four or five of the most critical years of their life to be trained by strangers.*"[10] The buildings and grounds of Mary Institute were quite distinct from those of the University proper, but the school was to be under the general management of the University. The course of study included the last two years of preparatory work and a full four-year high school course. For students who desired to continue an "Advanced Class" was arranged with a year course in science, French, Latin, rhetoric, philosophy, "Belles Letters," and domestic economy. Mary Institute has always been a day school; no boarding department has been maintained.

In Washington University the four-year collegiate course was the first of the departments of higher education to grow out of the original plan, the Academy. This course was organized in 1859, and a single course of study, the traditional classical course, was offered. This led to the degree of Bachelor of Arts. Admission to the Collegiate Department was by examination in Latin, Greek, mathematics, geography and history.[11] In 1862 the first class, consisting of five men, were graduated.

It was provided that those students who desired to continue their work beyond the four-year course might arrange special studies under the direction of the professors. This arrangement later led to the organization of the Graduate School, which is now one of the most important divisions of the University.

The course of study also included a Scientific Department, which offered the Bachelor of Science degree to those who completed the regular course. In May 1879 a Department of Fine Arts was created. The first year, 96 out of a total enrollment of 188 women, many of these were special students.

Co-Education

The charter and publications of Washington University have been from the first strangely silent on the question of the admission of women. The subject was not mentioned in the charter, but women were early admitted to the University, As early as 1870 the list of students includes the name of Miss Phoebe Cousins of St. Louis, who was enrolled in the Law Department. Miss Cousins was the first woman graduate of the University, receiving the degree of LL.B. in 1871.[12]

Women soon entered the Collegiate Department, and while no inducements were offered them in the way of special courses the number increased from year to year. The first women to receive the A. B. degree were Miss Ada Fisher and Miss Mary J. Rychlicki, who graduated in 1875.[13]

Dr. Eliot, while President of the Board of Directors, stated the policy of the University to be "equal advantages and the survival of the fittest in large numbers has even been encouraged." There is said to be a feeling on the part of the administration that if special courses or other concessions are offered women, "they will take the Institution; we want Washington to be essentially a men's school," This attitude will be further discussed in the section on the recognition of women.

Washington University early went on record as being opposed to the dormitory system. An advertisement stated that Washington University had the advantage of

(10) *Catalogue, Washington University*, 1859, p. 41.

(11) *Catalogue, Washington University*, 1859, p. 20.

(12) *Ibid*, 1870, p. 47. This is said to be the first instance in this country where a University Law Schoo l conferred an LL.B. degree on a woman.

(13) *Ibid*, 1877, p. 112. Prior to this date 64 men had been granted the same degree.

"not *being encumbered with the dormitory system* which has been proved by experiment to be both expensive and troublesome."[14] The administration believed that students would be in a much more wholesome environment if they lived either at home or in private families. The larger part of the "disturbance so common in collegiate institutions and most of the temptations to which young men in college were exposed, were thought to arise from their monastic mode of life and the consequent removal from social influences of the home." The first dormitory for men was secured in 1903, and McMillan Hall, the only dormitory for women, was built in 1907. The University now has four dormitories for men.

Fees and Tuition

The charge for tuition in 1859 was $50.00 per term of twenty weeks. This total of $100.00 a year was high, considering the rates other colleges were charging for tuition at this time. However, at Washington University, there were no extra fees except for laboratory and supplies.[15]

By 1926 the original charges had been increased 100%, as the regular tuition fee is now $200.00 a year and a charge of $300.00 is made for tuition in the Medical Department. In addition there are numerous charges for matriculation, laboratory fees, etc.

Present Course of Study

As the enrollment has grown, the course of study has been expanded to include the professions. No special courses are offered for women, but those who care to enroll for work in any of the various schools are admitted.

Enrollment

As is true of every new educational institution, Washington University had difficulty in securing collegiate students. The enrollment in 1860 shows a total of 1,398 students registered, which seems a remarkable number. However, an analysis shows that 1,199 of them were enrolled in the industrial or practical courses, 165 in the college preparatory department, 22 in scientfic course, and only 12 in the collegiate department as candidates for the A. B. degree. The following year the total enrollment dropped to 344, on account of the fact that the Public School System of St. Louis took over the mass of practical work formerly offered in a division of Washington University known as O'Fallon Polytechnic School. This total of 344 students included 108 girls registered in Mary Institute. There were 26 collegiate or A. B. Students and 25 in the scientific course. During the period of the Civil War and immediately after, the University had difficulty securing enough students in the college department to keep open. In 1863 there were 40 college students; in 1864, 36; in 1865, 27; in 1866, 25; and in 1867 a total of 25 students. The opening of the Law Department in 1869 brought in 23 students, and the same year there wer 48 registered for collegiate courses. After 1870 the number of students registered increased from year to year. [16]

In 1920 a total of 1,428 students of college rank were enrolled, and of these 593 were women. The larger percentage of women (515) were enrolled in the collegiate or A. B. department, 9 in architecture, 12 in commerce and finances, 23 in the Graduate School, and 34 were unclassified students.[17] During the next five years the enrollment greatly increased. In February 1926, a total of 5,618 students were enrolled. These include those registered in the Extension Department. Of these 1974 are

(14) *Ibid*, 1860, p. 6.
(15) *Catalogue, Washington University*, 1859, p. 24.
(16) Figures taken from the *Catalogue of Washington University*, 1920.
(17) *Ibid*. The figures for 1926 are taken from a letter from the Registrar to the author.

women. This latter figure includes the women registered in the School of Nursing Fine Arts, and the Extension Department.

The comparative figures show the following registration by departments.[18]

	Men	Women
Liberal Arts	732	709
Graduate Studies	93	70
Architecture	102	5
Commerce and Finance	138	8
Law	177	12
Medicine	334	16
Fine Arts	110	141
Dentistry	112	3
Engineering	411	0
Nursing	0	160
Extension	1450	850
	3659	1974

This indicates that women are enrolled in all the divisions of the University except in the School of Engineering. No figures are available as to the total number of students who have attended Washington University

Phi Beta Kappa

A chapter of Phi Beta Kappa was installed in Washington University in May, 1914, with 50 charter members, 20 of whom were women. The percentage of men and women elected to membership is about equal, 100 of the total 197 members being women. However, when we consider that the number of men enrolled in the University each year is much larger than the number of women enrolled, it is evident that a larger proportion of women have done distinctive work.[19]

Graduates

It is estimated that Washington University has graduated about 1,100 women. No definite figures are available, as the only records kept are those of living Alumnae whose addresses are known. In the professional schools there have been few women graduates, 5 in medicine, 13 in law, 12 in dentistry, and the remainder in the department of arts and sciences. In addition a total of 170 women have received Nurses' Certificates. The earlier certificates represented the completion of a two-year course in training which was later lengthened to three; and in 1925 for the first time the University is offering a four-year course which will carry with it the Bachelor's degree.

The 1925 graduating class included 160 women out of a total of 446 Seniors. These women received the following degrees; A. B., 104; Bachelor of Architecture, 1; B.S. (commerce), 6; LL.B., 3; M.D., 1; Dentistry, 1; M.A., 18, M.S. 5; Ph.D., 2, and Nursing Certificates, 28. The records seem to indicate that women who have graduated from the University have not completed the longer courses. However, a total of 11 women have received the Ph.D. degree.[21]

Recognition of Women

It has already been indicated that no special courses have been offered for women in Washington University. Although this year there are 1,974 women enrolled, they have no woman representative on the Board.[22] No woman has had the

(18) Letter from the Chancellor to the author.
(19) Letter to the author from the secretary of the Washington University Chapter.
(21) Letter to the author from the Registrar (January 1926).
(22) *Catalogue, Washington University*, 1925, p. 3.

honor of being elected to that position. The list of the Alumni Advisory Board does not contain the name of any woman.[23] In faculty appointments women have been few in number. The present faculty list includes 441 persons, and of this number 30 are women. An analysis of the list shows that women are not holding any of the positions of higher rank. The distribution of the faculty is as follows:

Title	Men	Women	Total
Dean	7	1	8
Director	2	0	2
Professor	95	1	96
Associate Professor	39	0	39
Assistant Professor	37	1	38
Instructor	104	19	123
Assistant	69	1	70
Lecturer	18	0	18
Associate Lecturer	22	0	22
Fellow	7	3	10
Library Staff	4	12	16
	403	38	441

The Dean of Women is also listed as a Professor and is the only woman who holds the higher rank. This percentage of women on the faculty is surprisingly low, even in the positions which command the smaller salaries. That few women are appointed is in conformity with the policy to keep the University a "man's institution." The terms of the charter do not make the admission of women conpulsory. It does seem as if the University, since it enrolls women, is morally bound to make additional provision for the education of women. As long as women are admitted and their fees are accepted by the University, courses should be provided which will give women the best possible training. If the Corporation is unwilling to make this change in policy, the frank statement should be made that women are not admitted. Since there are so many colleges in Missouri which are primarily for women, and women are admitted on equal terms to the State University, Washington University could bar women if it desired. There is no law which requires the Corporation to maintain a coeducational institution. Under existing conditions Washington University is not offering for women the specialized courses which are now being offered in some of the Junior colleges for women in Missouri. The University is offering no courses which will train women for their normal function in life, *i. e.*, to be homemakers and mothers, and after all, that is the profession which the majority of women enter sooner or later. The reply may be made that if women are seeking courses other than those offered by the University, they should enter some other educational institution. This is partly true, but it is also a fact that many young women who are entering college do not know what kind of training they should have, and it is a part of the function of an educational institution to provide the proper guidance and the opportunity for the proper training for the large number of women who may enter. After all, a relatively small number of women enter the professions, and the majority should be guided and encouraged to elect courses which will fit them for their ultimate sphere in life.

In 1920 the Chancellor of the University at the suggestion of the St. Louis Alumnae sent for the writer to discuss the needs for a vocational adviser for the women students. The subject of specialized courses was discussed at length, but no action was taken on either subject. At that time the St. Louis Alumnae were willing to

(23) *Ibid.*

undertake the raising of funds necessary to equip courses in home economics, etc., but their request was denied.

From the standpoint of the curriculum for women discussed in Chapter XVII, Washington University is not providing the particular training which all women need.

While women are not encouraged to enter the University, it is a fact that Washington University has graduated some women of whom it is proud. A list of one hundred distinguished Alumni has been compiled, and it is interesting to note that nine of these are women. However, none of them are considered sufficiently notable to have received an honorary degree from the University. In 1907, the University conferred an honorary Master's degree on Miss Lilly Ernst, but this is the only woman who has been honored with any honorary degree.

In spite of the fact that women have not received any recognition from the University, some of the large gifts have been made by women. No complete list has been compiled by the University but the following are mentioned in various publications:

One of the earliest gifts made by a woman was given by Mrs. Mary A. Hemenway, a non-resident of St. Louis. Mrs. Hemenway lived in Boston and founded there the Old South lecture course. Desiring to extend the interest in history in this this country, Mrs. Hemenway gave to Washington University $15,000.00 for a lecture course stipulating that as long as he lived, Professor John Fiske should deliver the lectures. For twenty years Professor Fiske came to St. Louis annually, and delivered these lectures.[24] The total money value of gifts from women is approximately $1,800,000.00.[25]

Again it is interesting to note that while women have not made large gifts to women's colleges in Missouri,[26], they have donated to the co-educational colleges. The largest single gift made by a woman is $300,000.00, and the largest combined gifts made by women is $400,000.00[27]

Finances

Washington University is one of the wealthiest educational institutions in the Middle West. The most recent report shows that the net productive endowment is $15,117,663.63, the total operating expense is $1,629,295.15, and the income from fees, tuition, etc., $798,052.83. The maximum and minimum salaries, and total amount paid out in salaries was asked for, but not given out by the Chancellor.[28]

Scholarships

Although the enrollment of women has not been encouraged by the Corporation, a total of $37,275.00 is available annually for scholarships for men and women. Every four years a scholarship of $1,200.00 is assigned and may be awarded for four years. Of these sums $5,500.00 is exclusively for women and $8,475.00 is designated as available only for men.[29]

Summary: Although Washington University is one of the most heavily endowed private institutions of higher learning in this section of the country, it is co-educational and has from the first emphasized the education of men rather than of women in spite of the large number of women now enrolled.

(24) *Catalogue, Washington University*, 1872, p. 13. The lectures began in 1866.

(25) Letter from the Chancellor to the author.

(26) The largest gift being made by Mrs. James Gay Butler to Lindenwood College, see chapter on *Lindenwood College*.

(27) Letter from the Chancellor to the author.

(28) Data furnished by the Chancellor.

(29) *Ibid.*

The writer raises the question whether or not in admitting women, Washington University is under no responsibility to provide for them courses which are of particular benefit to women. The reply to this question which has been made by one of the professors is that women who desire courses other than those listed in the catalogue should apply elsewhere. However, this attitude does not seem to meet the real question involved. While there are no facts to prove the truth of the assertion, it seems possible that some of the large gifts which have been made to Washington University were made because the donors were interested in the education of *men and women*.[8] At least the requests made by the alumnae for distinctive courses for women merit thoughtful consideration. It is also probable that should the Corporation now change the policy of the institution and make it a college exclusively for men, there would be a good deal of local opposition to the change. Since Washington University is so heavily endowed, it seems to the writer that it is neglecting a splendid opportunity to win widespread recognition by including in its course of study those subjects which will enable it to render to women the same splendid educational opportunity which it now provides for men.

It has recently been announced that a woman's building is to be erected. It is of interest to this study that the money for the building is to be raised by the women students and interested alumnae.[30] The writer believes that the early statement of Dr. Eliot that "*equal advantages* and the survival of the fittest in large numbers has ever been encouraged," does not apply at the present time, to the provisions for the education of women. The curriculum for women has not been expanded to meet the needs of the women of today. To remedy this condition distinctive courses for women should be provided and required of all women enrolled in the University. The large number of women enrolled, the number of alumnae, and the fact that many of the large gifts to Washington University have been made by women, seems to indicate that the University could well afford to provide the distinctive courses for women which have been discussed in Chapter XVII.

PUBLIC INSTITUTIONS, CO-EDUCATIONAL, NON-SECTARIAN

Statement of the Problem

The problems of the public educational institutions in Missouri which are co-educational and non-sectarian, like those of other institutions already discussed, are largely financial. Since institutions of this type are supported by State funds, there seems to be no valid reason why they should not provide distinctive courses for women. It is true that work in home economics is usually offered in courses counted for credit toward the B.S. degree, but there seems to be no real reason why women students should not have the distinctive courses outlined in Chapter XVII. While fixed courses are required of *all* first year students, none of these subjects which are particularly designed to fit women for their normal sphere in life are required by any college in Missouri.

The writer believes that the responsibility of the college or university does not end with the mere provision of courses. The faculty advisers of students should urge all women to elect those courses which will be of particular benefit in preparing them to be home makers. In the last analysis this *suggestion* is a compromise, as women should be *required* to take those subjects which will enable them to be better prepared for parenthood. College students are not mature enough to know on entrance just what course will be of most benefit in later life, and the faculty must guide the young women in making an intelligent choice. This attitude naturally presupposes that the

(30) See article in the *St. Louis Globe Democrat*, March 16, 1926, p. 16.

members of the faculty must believe in the wisdom of particular training for women. This will mean that in advising students the faculty will have as their primary aim not the mere increasing of the enrollment in their own departments, but the higher ideal of assisting all students to select wisely during their college years those courses which will best help them in preparing for this higher type of citizenship and for parenthood.

This policy would at once create an administrative difficulty, as many sections would have to be provided in courses for women, and the result probably would be an increase in the teaching staff. However, this difficulty could be solved if additional funds were available. It seems probably that if the matter was presented in the proper way to the voters of the State and they were convinced of the wisdom of the change in policy, the needed funds would be provided. A few years ago when the President of the University of Missouri made an appeal for larger appropriations for the Agricultural Department so that hog serum could be made available for the farmers of the State, there was no difficulty in securing the needed funds. The writer believes that the voters of the State would be just as interested in the welfare of their daughters.

It is conceded that the financial problems are more difficult to arrange for a State educational institution in Missouri as all funds must be appropriated by the State Legislature. One of the best methods of educating the public on the question of appropriations is adequately preparing the men and women who enter State educational institutions so that they can return to their homes and not only speak for a more generous support but demonstrate the value of such training.

CHAPTER XII

LINCOLN UNIVERSITY
JEFFERSON CITY

Introduction

The presence of 178,241 negroes (87,250 women) in the State of Missouri has created economic, political, educational, and social problems of tremendous importance to the present and future of the State.[1]

The presence of negroes in Missouri has had an effect upon the status and ideals of white women. In Chapter III it has been shown that many white women were neither educated in schools nor trained for home management. This was due to the fact that in the homes in which they were reared there were servants, and the school failed to provide this training for home-making. The result was that many of the false ideals of education which have already been discussed are definitely related to the presence of negro help. The large migration of negroes from the South into Missouri following the close of the Civil War revealed the artificiality of the eduction which white girls received. During this same period the State failed to establish a constructive program of negro education.

Through the intelligent comprehension of the complexities of the problem and the application of a discrete and worthy program which is based upon a real knowledge of the real facts, it is perhaps possible to build up conditions which will enable the negroes to develop and become worthy citizens.[2]

The emancipation of the negroes created new needs and a difficult social and economic situation developed in Missouri. The negro was now thrown on his own resources, and the impoverished condition of the State made his situation more difficult. This great horde of negroes were uneducated and untrained for economic independence. They were not only untrained and uneducated, but the pressure of public opinion was against the negro showing any great initiative. The old Southern complex that the negro must be kept in subjection was still present. The existing culture definitely discouraged any growth of a new culture for the negro. The unwillingness of these Southerners to provide educational advantages for the negro was due to two main causes: *First.* The belief that the negro was best fitted for an industrial life and was incapable of profiting by education. *Second.* The feeling that educational opportunities would tend to make the negro dissatisfied and thus would lead to rebellion. This attitude increased as the activities of the anti-slavery groups and of the abolitionists became more pronounced as their numbers increased. Nevertheless, some thinking persons believed that educational opportunities must be provided for this race if conditions were to be bettered. It was realized that the negro must be taught to help himself and above all else that there must be trained negroes to teach in the negro schools. Changes in cultural complex are always difficult to accomplish, and before the change was made in the minds of any large number of the white race, the negroes took the initiative and established their training school. The school was named Lincoln Institute and was afterwards known as Lincoln University.

Like those of other Missouri educational instiutions which are coeducational, the publications of Lincoln University have included few references to women and the particular problems of women. The following discussion will indicate the absence of facilities for the education of women in Lincoln University. This situation deserves

(1) *U. S. Census*, 1920, Vol. III, p. 551.
(2) Elwang, *The Negroes of Columbia, Missouri*, p. 1.

serious consideration, as this institution is the only one in the State which admits negro women.

The following discussion will show: *First*, the need for better trained teachers for the negro schools of the State, which means that there is a real demand for better educational opportunities for negro women. *Second*, the large number of women enrolled in the school demands that real educational work be provided for them. This must include preparation for citizenship.

The Origin

Negro schools have usually been founded by missionary societies of the various churches; in Missouri, however, the school was founded by negro soldiers. A total of 9,000 negro troops from Missouri served in the Civil War.[3] The idea of a school originated in January 1866, with the 62nd Regiment U. S. Colored Infantry, which was composed largely of former Missouri slaves. J. Miltons Turner (a negro) addressed the soldiers. He told them that now that freedom had been secured for their race, education was the greatest need. He explained that the negroes should be taught by members of their own race and that teachers must be trained for the work. To secure this training there must be established a normal school.[4]

A collection was taken and the gifts were all made on condition that the school be in Missouri and be open to negroes.[5] Jefferson City was selected as the location. The school was incorporated September 17, 1866, and the educational work began.

Mr. Richard B. Foster, a Dartmouth College man, was principal the first two years and is the only white man who has had charge of the school.[6]

The fundamental idea was to combine study with labor so that the old habits of those who had always labored but never studied should not be changed and that the emancipated slaves who had neither capital to spend nor time to lose might secure an education.[7]

The first five years were years of struggle, as the school had no fixed income but was dependent upon donations and the payment of subscriptions.[8] Payments on the pledges were not made regularly so that it was a question whether the school could continue to operate.

Transition to a State Institution

A bill to endow Lincoln University was passed February 14, 1870, by the State Legislature, and provided that the school be made one of the State Normal Schools.[9] It was stipulated that whenever the Trustees held in trust for the benefit of the school sufficient buildings and grounds of not less than $15,000.00 in value, they should be authorized to engage the necessary instructors and assume the general management of the school; subject to the supervision of the State Board of Education. The State

(3) *An Address by the Colored People of Missouri to the Friends of Equal Rights*, in *Miscellaneous Documents and Speeches of Civil War*, Vol. I., p. 1. (In *Missouri State Historical Association Library*.) The population of Missouri in 1880 was 110,071 negroes and 1,603,146 whites (monograph, W. W. Elwang,) *The Negroes of Columbia, Mo.*, p. IV.

(4) Stevens, *Missouri the Center State*, Vol. I, p. 682.

(5) The members of the Regiment gave a total of $5,000.00 which was sufficient to buy the site of the school. This was a large sum when we remember that at this time, few negroes in the state were financially independent. (*Catalogue, Lincoln Institute*, 1872, p. 14.)

(6) *Ibid*, 1925, p. 111.

(7) Davis and Durrie, *History of Missouri*, p. 291.

(8) Missourians will be interested in the fact that one of the early supporters of the project was Jesse James. Turner, who was in charge of raising the funds said, "But for Jesse James, I could not have kept up the school." Stevens, *Missouri the Center State*, Vol. I, p. 682.

(9) *Laws of Missouri*, 1870, p. 136.

agreed to appropriate $5,000.00 annually toward the expenses and to consider the school as a State Normal. The amount of money on hand at this time was about $7,000.00.

The desired quota being raised among anti-slavery persons in the East, Missouri inaugurated one of the earliest training schools for negroes. This is reported to be the first negro school in Missouri outside of St. Louis. From the first the school has been co-educational.

Although the law of 1870 had stated that Lincoln Institute was to be a "State Normal School," it did not really become a State Institution until 1879 when the State actually assumed its financial support. Debts of $5,000.00 were paid and a biennial appropriation was made for its support. This action was necessary because of the financial difficulties which the institution was facing. The students were not paying a sum sufficient to carry the expenses of the training which was provided. While some pledges were being made by interested persons, the payments were not large enough to meet the existing expenses. For several years an effort had been made to get the State Legislature to take over the institution and assume the financial burden of providing an education for the negroes of Missouri. When the action was finally taken, the "General Act Governing State Normals" was made applicable to the institute.[10] This provided in part, that all applicants for admission to the normal department must sign and file with the Secretary of the Board, a declaration to follow the business of teaching in the Missouri public schools. This requirement was insisted upon as there was a pressing need for negro teachers in the negro schools. The State erected the first dormitory for women in 1883, and one for men in 1885.[11]

Legislation Governing Lincoln University

The same laws apply to Lincoln University which govern the other Missouri State Teachers Colleges.[12] These were discussed in the chapter on the Northeast Missouri State Teachers College.[12] However, since some particular legislation has been passed which applies only to the school for negroes, a brief summary of the more important laws is included in this section.

The first legal enactment to mention specifically negro education was the Constitution of 1865, which provided separate schools for children of African descent.[13] The State Constitution of 1875 made it obligatory upon the State to provide a school for negroes in every district where as many as 15 negro children resided.[14] This same provision was carried over in the proposed constitution of 1821.

Since the State Constituttion requires that schools be maintained for the negro, it is expected that the training of negro teachers which is provided will compare favorably with that afforded white teachers. This expectation is far from being realized, as the following discussion will show.

In 1921 a special bill was introduced into the Missouri Legislature by Representative W. M. Moore, a negro, changing the name of the school to Lincoln University. (It had formerly been known as Lincoln Institute.) The bill was passed without opposition, and other sections provided that control of the institution be placed in a Board of Curators (formerly called a Board of Regents), which is composed of the State Superintendent of School, *ex-officio* member, and six other persons, three of whom are to be negroes, and all of whom are to be residents of Missouri. It was also

(10) *Missouri Revised Statutes*, 1879, Vol. 2, p. 1413.
(11) *Laws of Missouri*, 1883, p. 6; *Ibid*, 1885, p. 6.
(12) See page 172.
(13) *Missouri State Constitution*, 1865, *Article I X, Sec.* 2, p. 24.
(14) *Third Missouri State Constitution*, 1875, *Article* IX, p. 1. *United States Statutes at Large*, Vol. 1, p. LXXXLI.

specified that the Board was to have the same powers in Lincoln University as the Board of Curators enjoy in the University of Missouri.[15]

The present board includes Charles E. Lee, State Superintendent of Schools, *Ex-Officio*, Jefferson City; Samuel W. James, Sedalia; Clifford G. Scruggs, Jefferson City; C. H. Kirshner, Kansas City; C. G. Williams (negro), Frankfort; Aaron E. Malone (negro), St. Louis, and J. B. Perry (negro) Kansas City.

Early Rules and Regulations

Although women have been admitted to the school from the first, there are few references to women in the early publications of the school.

The first published list of rules and regulations appeared in the Catalogue of 1884. These forbade the use of liquor or tobacco, the carrying of firearms, indulgence in any game of chance, profanity, or obscenity. The use or possession of any immoral literature was forbidden and also the cutting, marking, or defacing the buildings, throwing trash from the window, and leaving the grounds without permission. Men and women were not allowed to board at the same place without the consent of the Principal. The rules also required the proper observance of the Sabbath, bathing and other preparations for the Sabbath, to be performed on Saturday, and strict and punctual attendance on study and recitations; each student was to be held responsible for all improper conduct occurring in his room. All women students were to be under the care of a Matron and subject to her advice. In 1894, a regulation was made requiring that in order to retain membership in the school, each student should receive at the end of the year a certificate of good deportment. All others would forfeit their membership or their conduct would be reserved for a special investigation by the Board of Trustees.[16] The present regulations are few and simple. Students are "not allowed to loaf, to associate with the people of the 'baser sort', to use intoxicants or tobacco in any form, to gamble, or to have firearms." For all offenses except those leading to expulsion, demerits are given by the teachers. Students who receive fifteen demerits in a scholastic year are subject to indefinite suspension. However, suspended students may be reinstated by action of the University Council or by the President when the Council is on vacation.[17]

The Curriculum

If the statement is true that the "Negro problem is primarily a problem of economic adjustment,"[18] the solution seems to be to provide industrial training in the broadest sense of the term. In considering what training should be included in this particular institution it must be remembered that the negro must develop the character and intelligence which are necessary for economic efficiency and also for citizenship.

Since the Federal Government makes small provision for the work,[19] the State must shoulder this responsibility.

If character and intelligence are to be developed among these persons, many of whom are living in "poverty, ignorance, immorality, and general helplessness," it must be accomplished through the school. Since the teacher is the key to the school one of the main purposes of Lincoln University should be to prepare adequately men and women for the teaching profession.

(15) *Laws of Missouri*, 1921, p. 86.
(16) *Catalogue, Lincoln Institute*, 1894, p. 13.
(17) *Ibid*, 1925, p. 12.
(18) Elwang, *The Negroes of Columbia, Missouri*, introduction by Charles A. Ellwood, p. 1v.
(19) Lincoln University receives $3,125.00 a year from the Mornell-Nelson Fund which applies to all land grant colleges.

With better trained and more experienced teachers in the negro schools throughout the State, much could be done to improve the situation of the negroes in Missouri.

Another important function of the Lincoln University is to provide training which will develop the character and intelligence of the negro, which is necessary for economic independence. For it must be remembered that the negro problem is not caused merely by lack of education. If this were true a few years of proper schooling would remove the deficiency. This condition is far more complex; the radical and cultural characteristics of the negro are of vital importance. It is said that, "The negro lacks those elements of cultural strength that enables the Caucasian to hold its own and win its way, and bring things to pass."[20]

What the negro needs most, is industrial training if he is to be prepared for industrial efficiency. During the early years the course of study in Lincoln Institute included largely elementary subjects. in 1887 the curriculum was expanded and by act of the Legislature an Academic department for higher education was established.[21]. The law also stated that from time to time the Board might introduce such studies as were pursued in the academic department of the University. While this seems to indicate a desire to make the educational work of real college grade, at the same time more than legislative enactment is necessary to establish real college work.

A complete reorganization of the school took place in 1891. The college department still offered the A. B. degree, the course of study being the usual classical one with Greek, Latin, German, and French being listed, and the course was arranged on four-year basis. The preparatory department was reduced to three years, the normal continued to offer a two and a four-year course, and a five year elementary schedule was arranged for those who had not had educational opportunities in childhood and who were too advanced in age to attend the public schools of the State. The completion of the course prepared the student for entrance in the normal and preparatory departments. The same year the Legislature established an industrial school as part of the work of the institution.[22] The industrial work included blacksmithing, shop work, and carpentry, and was expanded in 1894 to a three-year course by the addition of mechanics, drawing, and sewing, dressmaking, and needlework for women.

In 1894 the main building was destroyed by fire but was soon replaced by a more modern and larger structure at a cost of $50,000.00. With the new building and increased support from the State, it was possible to develop other industrial courses. A two-year agricultural course was added in 1904, the school having a twenty-five acre farm which was available.[23] Since that date the following courses have been added:[24]

1908 Millinery and Housekeeping	2-year course
1911 Engineering	2-year course
1912 Shoemaking	3-year course
1915 Fine Arts	
Automobile Training	2-year course
1920 Nurses Training	2-year course
Pre-Medical	2-year course
Full Commercial Course	4-year course

In connection with the educational courses an observation and practice school was maintained which included all the grade work. This expansion of the curriculum

(20) Elwang, *The Negroes of Columbia, Missouri*, p. 64.
(21) *Laws of Missouri*, 1887, p. 270.
(22) *Ibid*, 1891, p. 22.
(23) *Catalogue, Lincoln Institute*, 1904, p. 25.
(24) See *Catalogue Lincoln Institute* for these years.

was an imitation of other Missouri colleges which were attempting to attract additional students by offering a greater choice of subjects. However, the largest demand was for industrial work, as is shown by the number of students enrolled in these courses. As far as possible actual practice and experience was secured by the student in the various lines of work. During the past two years there has been a renewed attempt to place all of the work on an accredited basis; the results have been the elimination of a large number of courses. It is to be regretted that this reduction has affected most the industrial courses which were offered. The most recent announcement shows that engineering, shoemaking, tailoring for men, automobile training, nurses training and all pre-medical work has been dropped and announces the offering of a B. S. degree in education as well as the A. B. degree. While the courses which required scientific equipment and better trained teachers might well be eliminated, it is a question whether some of the other industrial work which was discontinued was not of special benefit to the race.[25]

Like other colleges in Misouri, Lincoln University lists a number of courses in their catalogue which are not actually offered. The discrepancy is more apparent in some departments than in others as the following data shows:[26]

Subject	No. listed in Catalogue	No. being taught 1925-1926
Art	4	3
Education	21	11
English	12	6
History	16	5
Economics	2	2
Home Economics	17	1
Latin	8	4
Mathematics	10	7
Modern Languages	14	6
Philosophy	6	1
Psychology	6	4
Biology	5	3
Chemistry	4	4
Geology	1	0
Physics	5	3
Zoology	4	2
Sociology	4	2
Geography	3	0
Totals	140	63

(25) From 1892 to 1920 the numerous industrial courses were offered for both men and women. These included

For Men		For Women
blacksmithing	agriculture	sewing
shop work	carpentry	dressmaking
mechanics	drawing	needlework
engineering	shoe making	millinery
tailoring	automobile training	housekeeping
pre-medical	commercial	music
music	art	nurses training
		commercial

These have all been discontinued with the exception of music, art, cooking, and commercial. The shops are now standing idle and no real industrial work is offered for the students who are high school graduates.

(26) Data secured from the office of the Registrar, Lincoln University, Oct. 14, 1925.

This indicates that less than 50% of the catalogue courses are actually being taught. Although there is always some discrepancy in such lists in every college, the percentage here is unusually high and in fairness to the students, courses should not be included in the catalogue which will not be offered. In the case of the various sciences the school does not have adequate equipment for any college laboratory courses and such subjects should not be included in the course of study until proper equipment may be provided.

The curriculum of Lincoln University is in reality a compromise between the desires of the negroes to attain the educational standards set by the white race and the educational requirements of higher institutions of accrediting. The outstanding desire of the negroes seems to be to have a course of study which is identical with that of institutions for the training of the white race. For that reason the list of courses in the catalogue of Lincoln University contains the subjects which are usually found in the announcements of standard colleges and universities. Although many of these courses are not fitted to the needs of the negro, the school is attempting to teach at least some of them. This attempt is all the more incongruous on account of the almost utter lack of adequate equipment and an inadequate library which would make it impossible properly to teach these subjects.

This trend toward complete imitation of the curricula of a State University is partly due to the struggle for existence. Without adequate financial support, an attempt is made to attract additional students and thus secure a larger income in the hope of finally influencing the State Legislature to make a larger appropriation for the school. Courses were thus announced which would induce students to enter. The result has been the over-advertising of the curriculum, as the school was really not equipped to handle the work which was advertised.

Another factor in the change in the type of the school may be explained by the personnel of the faculty. Some members of the teaching staff have been well trained for educational work and desired to change the type of institution from an industrial school to a college. The curriculum was outlined on the new basis in spite of the fact that the school was not equipped for the work.

The writer believes that one of the greatest needs is the provision of adequate courses for women. Since many of these negro women are preparing to teach, it is imperative that the curriculum be reorganized for meeting the problems of women. The recent granting of suffrage to women has made the situation acute, and the State cannot escape the responsibility of educating these negro women for the highest type of citizenship.

While one of the purposes of the school is to train teachers for the negro schools in the State, this training must include a thorough knowledge of the courses outlined in Chapter XVII. This knowledge of the social sciences is essential if these teachers are to better the conditions of the race. These men and women if properly trained in Lincoln University can carry this knowledge to the members of the race throughout the State.

A comparison of the present course of study with the suggested curriculum in Chapter XVII clearly indicates that the curriculum in the school does not meet the needs of today. The writer believes that the school would be able to render a better service to the negroes in Missouri if it was reorganized on the basis of a junior college offering the essential courses which have been discussed in Chapter XVII. Under present conditions the school is neither equipped, organized, nor financed on a basis which permits real college work.

Summer Sessions

Another innovation which has been of great help to the negroes of Missouri was the inauguration in 1904 of a summer session to instruct those who were engaged in teaching and also to furnish an opportunity to other students to pursue an additional course of study. Teachers who are expecting to take the State examinations to raise the grade of their teaching certificates can go to the school and prepare for the examination.[27] The session of last summer had seventy-seven persons enrolled. Of these eighteen were men and fifty-nine were women. The summer sessions are of particular value since there are about 1,400 colored teachers in the Missouri schools.[28] While this number of negro teachers may seem large, Missouri has not made adequate provision for the education of the negroes in the State. At the beginning of the Civil War there were 114,931 slaves, 3,572 free negroes, or a total of 118,503 in the State.[29] At present it is estimated that there are 53,000 negroes of school age in Missouri. About 37,000 of these are enrolled in school and 16,000 have no school provided for them since the Missouri law requires that fifteen negro children must reside in a district before a school will be opened for them.[30] The Missouri law has defined the negro as a person who has as much as one-eighth negro blood.[31] More generous appropriations should be made by the State in order to increase the usefulness of Lincoln University and provide educational opportunities for a larger proportion of the negroes of the State. One of the pressing needs is the provision of courses for women which will prepare them for the highest type of citizenship. Since the enrollment in the summer session is largely composed of women, such courses should be added to the curriculum offered during the summer months.

Absence of Self-Government

There are no printed rules which apply to women students. The president stated that the women were not permitted to go off the grounds without a chaperon. They are permitted to make purchases of needed supplies through the matron.

No real system of student government exists, but the students have two representatives on the University Council which is a faculty organization. For all offenses except those leading to expulsion, demerits are given by the teachers. Students who receive fifteen demerits in a scholastic year are subject to indefinite suspension. However, suspended students may be reinstated by action of the University Council or by the President when the Council is on vacation.[32]

Since student government is an evolutionary process, some authority should be granted the college students. It is only as responsibility is shouldered and difficulties faced and overcome that the finer elements of character are developed. The school will not attract many college students until the government is placed on a collegiate basis.

The Position of Women

From the date of the opening of the school women have been admitted on equal terms with men and more women than men have been graduated by the school, the total number of women being 542 and of men 363.[33]

(27) *Catalogue, Lincoln University*, 1926, p. 16.
(28) Letter to the author from the State Superintendent, Charles A. Lee.
(29) *Negro Year Book*. (Edited by M. W. Work) 1913, p. 57.
(30) *Bulletin of Lincoln University*, Vol. I, No. 2, June 1924, p. 3.
(31) *Negro Year Book*, 1912, p. 69.
(32) *Catalogue Lincoln University*, 1925, p. 12.
(33) Statement of Pres. Young to the author. These totals include every certificate and diploma that has been granted and are not limited to degrees. The four-year college course was started two years ago. Four men and one woman were graduated last June with degrees.

While women have been freely admitted to the school and have composed more than 50% of the total enrollment, they have not been accorded equal recognition in other ways. Although three honorary degrees have been conferred on men,[34] no women have received the same distinction. Only one woman (Mrs. Julia C. Curtis, Negress) has ever served as a member on the Board of Curators. Mrs. Curtis' four-year term expired last year and a man was appointed to fill the vacancy. The importance of having women represented on the Board is discussed in another section.[35] The discrimination in favor of men is further shown in the scale of salaries paid in Lincoln University. The maximum amount which is paid to a man is $3,200.00 and the minimum $1,800.00. The rate for women is a maximum of $1,800.00 (to the teachers of elocution and education) and the minimum $1,500.00. The only explanation which was given for this discrepancy was that the women gave the major portion of their time to teaching high school subjects. However, some of the women who are receiving $1,500.00 a year have training and experience which is equivalent to that of men who are being paid much larger salaries. In making this distinction in remuneration Lincoln University is merely following the policy of other Missouri colleges who have continued to refuse to recognize the fact that a woman who does work of equal character would be paid the same amount that would be allowed if the position was held by a man.

The only preparation which is provided for women is training for teaching and yet the school itself does not recognize in faculty salaries that women may be as well equipped for the work as men.

Buildings and Grounds

The present equipment of the University includes a Memorial (Academic-Administration) building, two dormitories for women and one for men, a Mechanic Arts building, a power plant, farm cottages, and President's residence. The farm includes 125 acres and since no funds were provided this year for farming, little agricultural work is being done. The majority of the buildings should be rebuilt or modernized. The present academic building was erected thirty years ago and is inadequate.

The new dormitory for men is satisfactory. The dormitories for women are old, need over-hauling and repairs, and should be refurnished. No fire insurance is carried on any of the property. The buildings are not fire proof, and any large loss by fire would mean the closing of the school until the Legislature could meet and make an appropriation for rebuilding. If the State carries all the fire risk, safety demands that a general emergency fund be created which would be available for prompt use in case of a fire. A new building project must be soon undertaken by the State. The school is now under-quipped for the work it pretends to do.

Statistics 1925[36]

The faculty of the school now numbers twenty-six, fifteen men and eleven women. Of these three have the M. A. degree, thirteen have the A.B., B.S., or B.M. degrees. The requirements for admission as listed in the catalogues are the same as in any other Missouri college and also the requirements for graduations. It is not known whether or not these requirements are strictly enforced.

The minimum amount which is necessary for a woman to pay for a year of schooling is $200.00 but the majority find that their expenses exceed this amount. The fees are kept at a minimum in order to permit as many students as possible to attend.

(34) *Catalogue*, 1907, p. 37.
(35) See page 168 of this chapter.
(36) Taken from the catalogue for 1925, and from data on file in the office of the President.

The expenses for training have been kept as low as possible for students who are residents of Missouri, who pay the following charges:

Tuition	free
Incidental fee	$10.00 per year
Medical fee	1.50 per year
Athletic fee	5.00 per week
Board	3.50 per week
Room	16.00 to 20.00 per month
Piano	30.00 per year.
Voice	24.00 per year
Home economics fee	6.00 per year
Art fee	2.00 per year
Science fees, each	2.00 per year

The addition of fees is in conformity with the policy of other Missouri colleges who hesitated to charge a flat rate which would cover all expenses and attempted to make up the deficit by the addition of fees for various subjects. Students who are not residents of Missouri pay an additional fee of $20.00 per year as tuition.

There have been few graduated in the strictly college courses but a large number have been granted certificates to teach. The graduating class of last year is typical in numbers. Four students received the A. B. degree and one the degree of B. S. in Education. The following number were granted diplomas on the completion of specified work:

90 Hour Diploma	3
60 Hour Diploma	34
30 Hour Diploma	32
High School Graduates	41

The State is more lax in granting Certificates to students from Lincoln University than to those from other Missouri colleges. In the former case a student who completes 60 hours of college work may receive a Life Certificate. One who has 30 hours of credit may receive a three-year certificate.[37] This laxity may be due to the great demand for teachers for negro schools.

A relatively small number of students enrolled are doing strictly college work as shown by the enrollment of last year:

College of Arts	23 men	2 women	total 25
Science	27 "	1 "	" 28
Education	12 "	68 "	" 80
Commerce	1 "	0 "	" 1
Unclassified	1 "	3 "	" 4
Extension	6 "	41 "	" 47
Special	1 "	0 "	" 1
	71 "	115 "	" 186
High	104 "	109 "	" 213
Summer Session	15 "	61 "	" 47
	190 men	285 women	total 475

It is impossible to explain why there was such a change in the enrollment during the past year. This catalogue of 1924 showed a total enrollment of 630; of this number only 34 men and 54 women were listed as college students. This is another illus-

(37) Statement of President Young to the author.

tration of the need which was pointed out on page 165 that there should be a uniform college catalogue worked out so that the reader will be able to form a correct opinion of the various institutions.

The geographic distribution of these students is interesting as it would naturally be expected that the non-resident students would be largely from the south. Of the total 475 students enrolled, 406 were from Missouri. Of these Missouri students 47 were from Jefferson City. The students who came to Missouri to attend Lincoln University last year represented eighteen states and Africa, the distribution being as follows:

Oklahoma	14	North Carolina	2
Kansas	10	Colorado	2
Arkansas	9	Tennessee	2
Illinois	8	California	2
Kentucky	4	Indiana	2
Africa	1	Texas	1
New Jersey	1	Louisiana	1
Mississippi	1	Georgia	1

It is expected that many Southern states would be represented in the personnel of the student body, but the above list shows students from states where there is no discrimination against negroes in the educational institutions. It is probably that they have been attracted to Missouri because of the very low cost of attending Lincoln University.

The majority of the students in Lincoln University remain only two years. They are thus able to get some training in leadership and then many of them transfer to the large universities to complete the work required for graduation. This enables the students to take their degrees from "Class A" colleges. Since the negro schools do not have the equivalent standing, the students transfer later to these other colleges and universities where they will have the prestige of being graduates of fully accredited institutions.

This explains the small number of graduates of Lincoln University who receive a degree.

Financial

The Missouri Legislature makes biennial appropriations for the support of the school.[39] The amount granted by the last Legislative session for the year was $141,257.94.

Of this sum $18,079.92 is annually spent for salaries of college teachers. As is indicated, the salary schedule for women is inadequate, but the amounts paid to men compare favorably with the salary schedule in other Missouri colleges.[40]

A small amount ($4,900.54) was received last year from fees of the students. This sum was exclusive of the amount paid for board and room. The total income for the current year 1924-25 was:

Fees	$4,900.54
State	103,350.00
U. S. Government	3,125.00
	$111,375.54

This amount is exclusive of the money paid by the students for board and room.

The total operating expenses were $141,275.94; this sum includes all expenses of the school.

(39) The financial data was taken from the reports on file in the President's office,
(40) See discussions under "Finance" in other case studies in this survey.

Present Educational Standing of Lincoln University

In as much as negroes are not admitted to the University of Missouri, there has been no attempt by its accrediting committee to determine the scholastic standing of Lincoln University. However, the study which the Carnegie Foundation made of the normal schools in Missouri includes a study of the normal for the negroes. Attention is called to the fact that the catalogue states that the "pupils have opportunities for a college course the same as the students of the State University at Columbia." In commenting on this statement the report says: "Actually a college department does not exist. The work is on a secondary basis, and always has been so .... It requires something more than degree-granting powers lavishly bestowed by the Legislature, (and the pretentious claims of a catalogue) to maintain a school .... Much of the instruction, especially in the technical branches, is worthy and suited to the needs of the students. Some of the teachers are well educated .... The student's life seems to be wholesome and profitable."[41] While this study was made about ten years ago and there has been some improvement in the work since that date, there is no question but that the work at the present time is not all on a strictly collegiate basis.

Students from Lincoln University receive some advanced standing from Universities which admit negroes. The author sent an inquiry to seven such universities and they all replied that *some* credit would be allowed, but each case would be acted upon individually. The writer does not believe that much credit can be allowed until the entire school is recognized and adequately equipped and financed. Under present conditions Lincoln University is a University in name only.

The administration should be commended for the improvements which have been made and for the present effort to get the work on an accredited basis. This will be possible only if the Missouri Legislture will make more generous appropriations for the support of the school. At the present time Lincoln University has a strong local attraction as is shown by an analysis of the enrollment, and the administration seems to realize the value of industrial training for the race. It should be mentioned that there is a lack of confidence in the school on the part of some negroes in the State. The criticism is frequently made by them that the present trend of the training in Lincoln University is away from their actual needs. Such criticism deserves consideration.

Present Needs of Lincoln University

The present needs of the school cannot be outlined until the cultural and educational function of the institution has been defined. How can Lincoln University best serve the needs of the negro race in Missouri?

If the social and economic conditions of the negro are to be bettered in Missouri, it must be accomplished through education. The need is indicated by the fact that there are 750 negro schools in Missouri with an average school term of less than 180 days.[42] It is estimated that 12.1% of the total negro population in Missouri is illiterate. About 85% of the teachers in the negro rural schools have not had a professional teacher's training course, and are paid $\frac{1}{3}$, $\frac{1}{2}$, or $\frac{2}{3}$ the monthly salary paid to white teachers.[43]

A recent report shows that there are 32,283 negro children of school age.[44] These figures seem to indicate that the preparation of teachers is one of the primary

(41) *Publications of the Carnegie Foundation, for the Advancement of Teaching*, Bulletin No. 14, p. 365.
(42) *Third Biennial Report of the Missouri Negro Industrial Commission*, 1924, p. 19.
(43) *Report State Superintendent of Schools*, 1924, p. 197.
(44) Data taken from the records of the *Missouri Negro Industrial Commission Records*.

functions of the school. These prospective teachers must be trained not only for the technical work of teaching but more important still, they must be qualified to train the race for citizenship in the broadest sense. Since the negro in Missouri has equal political rights with the white race, they must be taught the responsibility which this political equality entails. This demands that the curriculum furnish adequate training in the social sciences.

Since a large number of students in Lincoln University are women, the course in home economics must be expanded, well equipped, and emphasized. The women must be trained not only for good citizenship but for economic independence. The means must be provided for the State to insure the best possible training for the race. The negro must be made to realize that the State of Missouri will furnish the educational opportunities which are needed and to which the negro is entitled.

If Lincoln University is to provide adequate educational facilities for the negroes of the State the Legislature must make more generous appropriations so that the physical equipment can be brought up to date and some better trained teachers secured.

The following needs must be met in the near future:

I. A new building program must be carried out. If this is impossible, more class rooms with adequate maps, etc., must be provided. Some of the basement rooms now in use are too crowded, dark, and poorly ventilated. The cooking laboratory must be moved to a light, well ventilated place, and needed equipment provided.

II. Larger, well equipped laboratories must be provided for the sciences which are already being taught. This means that the laboratories will practically have to be equipped throughout. Well equipped quarters should be provided for the teaching of home economics and the courses should be expanded.

III. Provision must be made for training in agriculture, dairy and farm management, and a course in mechanics.

IV. New machinery must be installed in the shops. It has been emphasized that industrial work should be provided. This will necessarily entail great expense, as the school now has no modern equipment.

V. No additional accrediting can be allowed until the institution possesses a real library with some funds for its support. There are now less than 4,000 volumes on the shelves, many of which are dead books and of no value. Some departments have practically no books, as education, philosophy, science, etc., and are forced to use the personal copies of the instructors.

This year the librarian is a woman who has had some training but is not a graduate of any school for librarians. She has begun to catalogue the books but is handicapped in her work by lack of supplies and funds. In the past, practically nothing was spent on building up the library, but some gifts of books were made by interested persons. A large reading room must be found. The relief from over-crowding will simplify the problem of keeping order and make it possible for the students to have the quiet necessary for study. A definite appropriation should be made for the support of the library and the purchase of additional books and supplies.

VI. A gymnasium should be provided for the men and one for women. At the present time both man and women are using the same room which is wholly inadequate and which has practically no equipment. Since the men compete in atheletic contests, the major number of hours are reserved for their use and the room.

Both practical and corrective physical exercises should be provided for the women.

There is a natural spring on the grounds where an open air swimming pool could be constructed at a minimum of cost. It is possible that much of the construction

could be done by the men if trained supervision was provided. This would materially decrease the cost of the pool.

VII. The importance of health education is apparently not understood by the negroes. In Missouri the tuberculosis rate of negroes is 3.62 times that of the whites and the negroes have only 1/19 of the total population.[45] Lincoln University should give instruction in health and sanitation so that the teachers can carry the message through the State to those who have no educational opportunities. At the present time there is no physician on the staff of the school. An infirmary should be provided to safeguard the health of the students.

VIII. The dormitories for women should be refurnished and repaired, and the one for men completed. The dormitories are well kept and have adequate bathing facilities, but provision must be made for the laundry work. At the present time there are only six wash tubs. Since all the women (340) students do their own laundry work, it is almost impossible for some students to have the use of the tubs. Adequate laundry equipment should be installed in a light, well-ventilated room. The supervisions and some of this laundry work might well be included in a course which could be included in the work of the home economics department.

IX. A refectory is an urgent need; the present kitchen and dining rooms are utterly inadequate and should be abandoned.

X. As the major number of students and alumni are women, they should be represented on the Board of Curators.

It is suggested that a white woman be appointed who is familiar with the problems connected with the education of women. This woman would be able to make valuable suggestions to the administration regarding the curriculum for the women, needed rules for the governing of the women's department, and also to suggest improvements in the housing and classroom facilities.

Women are naturally more interested in the problems of their sex and would be willing to devote more time and energy to the institution than can be expected of men who have many other pressing interests.

XI. The curriculum for women should be recognized with due consideration of the outline discussed as necessary for citizenship. The work should include the social sciences with the addition of a class in citizenship, which would be a separate course emphasizing the duties and obligations of the women voters.

Some of the women should be trained for various vocations other than teaching. It is possible that many of them may be fitted for educational work, but the vast majority probably should be trained for other vocations. While the education of the negro is not the panacea for all the problems connected with the race, at the same time the difficulties cannot be solved until the negro is adequately trained for economic independence. This is true of the women as well as of the men. The present tendency is to provide for them training which will fit the negro for a "higher sphere." The result as we have seen has been the elimination from the curriculum of all industrial work. This is a great mistake, for "what the race needs most is industrial training and the inculcation of the work habit to fit him or her for at least industrial efficiency.

These women as well as men who go out from Lincoln University must meet a twofold competition, - the competition with other negroes and also with the whites.

Under present conditions these women students are not receiving the training which will fit them for their real places in life. The fact must be recognized that economically the negro woman cannot compete with the Caucasian woman. In recognition of this fact, a curriculum should be devised which will enable these negro women to be industrially efficient and hence economically independent. This will

(45) *Report of the Superintendent of Public Schools*, 1925, p. 197.

necessitate the entire reconstruction of the present curriculum for women in Lincoln University.

XII. A fund should be provided which would be available to assist poor girls to secure training in the school. There is now no such fund and no scholarships or loan funds exist to enable a girl to earn part of her expenses. Many of the men enrolled are earning a part of their expenses by working in the town, but it has not been possible to make the same arrangements for the women. In the early years of the existence of the school the fundamental idea was for the students to earn or pay their own way, but this is no longer true. Now it is necessary for the women students to be able to meet the expenses of attending without any opportunity for self help.

These suggested needs may seem to call for an enlarged and expensive program, but there seems to be no other course possible if this school is to become a University in reality as well as in name. The proper education of the negro race is well worth the additional expense.

Summary: The presence of large numbers of negroes in Missouri has created a complex situation of vital importance to the future of the State. A difficult social and economic condition has resulted which may be solved through proper education of the race. This means that negro men and women must be trained to teach in the negro schools of Missouri. This necessitates the provision of real educational work to prepare them for citizenship. The future of the negro race in Missouri can be improved through a sane educational program.

Since Lincoln University is the one State training school for negro teachers, the school must be adequately financed and equipped for the work. Under present conditions the school is utterly inadequate. The curriculum must be reorganized with this aim in mind, and the faculty strengthened by the addition of better prepared persons who are capable of developing a real educational institution. The many needs of the school have been outlined in detail and the State must provide the necessary finances if it hopes to train negro men and women for the responsibilities of citizenship.

Addendum

Since the above was written an announcement has been made of a proposed university for negroes:[46]

> "The plan to establish in St. Louis an institution of higher learning for negroes has progressed to the point where a name has been selected, a charter obtained and funds accumulated for opening its first department.
>
> "It is to be called Douglas University, after a leader and orator of the race, and the first course offered will be in law and in business and the trades. Faculty and courses are to be amplified in September, 1927. St. Louis is so advanatageous a place for such a school, not only because of its location in the valley, but because of the presence of a colored citizenship increased well up toward 100,000 by recent arrivals, and its possibilities of usefulness are so great that it is impossible not to feel an interest in this undertaking. Such an institution will supply the race with leaders of better training and better general equipment than the leaders of the past and create a center from which wise counsel and wholesome, helpful influence may spread through a wide area having an important negro population. While negroes are not ineligible to many American seats of learning, especially those in the North, a University organized and conducted with reference to their distinctive condition fills a need in a field but little occupied. Its charter empowers it to give instruction in the varied curriculum offered at other schools and while it may be long before it avails itself of its

(46) Editorial in the *St. Louis Globe Democrat*, Part II, p. 16, Dec. 15, 1926.

full charter privileges, a beginning is made which ought to appeal to generous well-wishers of the race and from which prudent advance may be made with proper effort and good management.

"That it is possible to fill the chairs in the higher scholastic as well as professional branches with educated negro material is one interesting statement. Douglas University ought to be the subject of hope and attention."

Addenda: Since the above survey was made a change has taken place in the administration. Some improvements have been made but additional funds are needed to put the work on an efficient basis.

CHAPTER XIII

THE NORTHEAST MISSOURI STATE TEACHERS COLLEGE KIRKSVILLE

This particular State Teachers College has been selected for study as it is the oldest educational institution of its kind in the State and its development is typical of the history of the other State Teachers Colleges.[1]

It must be kept in mind that the normal schools from the first welcomed women, so that the agitation for normal education was really a fight for the better training of women as well as for men who desired to be prepared for teaching. At the same time the opposition to the normal school plan of education had a direct effect on the education of women in Missouri. The contest retarded the establishment of a State system of normal education; this was a handicap to both men and women in Missouri. The Northeast Missouri State Teachers College is the only normal school included in this study (with the exception of Lincoln University for negro men and women). The five normal colleges in Missouri have occupied an important place in education in Missouri, and it seemed best to include a discussion of one of these institutions.

Origin

The Northeast Missouri State Teachers College was formerly known as the Kirksville Normal School[2]. The origin of the school may be traced to the year 1867 when Joseph Baldwin came to Kirksville to open his normal school. Professor Baldwin rented the property which had formerly been known as belonging to the Cumberland Academy.[3] The building was completed by Professor Baldwin, and in September he opened the North Missouri Normal School and began at once an active compaign to make his school a State normal. For the next dozen years Professor Baldwin was a leading figure in the professional education of teachers in Missouri. "He was a man of modest scholarship and of strongly emotional temperament, who took up his cause with the ardor of an evangelist." Professor Baldwin was as Elder in the Church of the Disciples of Christ and selected two ordained ministers as his first assistants. The educational appeal became to all of them a veritable gospel and their first task was to arouse and inspire country boys and girls who were usually handicapped by lack of funds and defective early training."[4]

The work was retarded by the exceedingly conservative legislative opinion. This was probably due to the fact that the public mind was influenced by the traditions of the early settlers, many of whom were from the South where education was largely a family matter to be accomplished through neighborhood cooperation or by means of a tutor or governess.[5] The idea of a free public education was habitually associated with charitable provision for the poor and orphaned children. The first State Constitution (1820) stated that one school or more was to be established in each township as soon as practicable and necessary where the poor were to be taught

(1) Other State Normals are Central Missouri State Teachers College, Warrensburg, founded in 1870; Southeast Missouri State Teachers College, Cape Girardeau, 1873; Southwest Missouri State Teachers College, Springfield, 1906; Northwest Missouri State Teachers College, Maryville, 1906; and Lincoln University for negroes, 1865.

(2) The change in name took place in 1919, *Laws of Missouri*, 1919, p. 687.

(3) This had been founded in 1859 as a "male and female academy" by the Cumberland Presbyterian Church

(4) "*The Professional Preparation of Teachers for American Public Schools*," in Bulletin No. 14, of the *Carnegie Foundation for the Advancement of Teaching*. 1920, p. 26. Hereafter referred to as the *Carnegie Bulletin*, No. 14.

(5) See page 17.

gratis.[6] The School Law of 1839 provided schools where the children of indigent persons were to be admitted without payment toward the teachers' salaries and without supplying their allotted share of fuel.[7] Thus there were many persons who thought that the State should not finance a normal school which would be used solely to train teachers.

Professor Baldwin's ambition to make his institution a State Normal was a natural one as the experiment of state normals had been tried in other sections of the country and educators were interested in the project. There was a deep conviction that if the schools in the State were to be improved, it must be done by providing better trained teachers. In 1846 Governor Edwards said that the lack of prosperity in the new State was largely due to the lack of education.[8] The president of the State University had urged in 1845 that a normal school was one of the great needs of the State.

The University took no action because of the lack of adequate funds. It was not until 1869 that the sentiment for normal education was sufficiently strong to cause the establishment of a normal department in the University. The agitation for the establishment of a State normal school was carried on by two groups of interested persons, the State officials and the teachers of the State.

The Agitation by State Officials

The subject of normal training for teachers was frequently mentioned by the Governors of the State, who in some cases insisted upon a consideration of the question by the members of the Legislature. Their messages to the Missouri Legislature clearly show their belief that the State should assume the financial responsibility for such training of teachers. Governor Edwards was the first to urge the establishment of a normal school, and continued to bring up the question during his administration (1844-1848). Governor King took up the question in 1861, and Governor Stewart from 1867 to 1870.[9] That the State Officials who had jurisdiction over the educational system felt the need of such training is shown by the fact that every State Superintendent of Public Instruction made regular recommendations to the Legislature for the establishment of a normal system of education.[10] This is remarkable as these men were of necessity party men and not always broadly educated; nevertheless they labored regardless of party affiliations for a sound and effective program. Their biennial reports state clearly the lack of trained and competent teachers in Missouri.[11]

The question was also urged by the Secretary of State who frequently also held the position of State Superintendent of Public Instruction. The two offices were combined from time to time as required by a shortage of finances.[12] From 1842 to 1870 with the exception of the Civil War period, recommendations were made annually for the adoption of a State system of normal schools. Bills were introduced in

(6) *Constitution of Missouri*, 1820, *Article* 1, *Sec.* 1.

(7) *School Law of Missouri*, 1859, *Article* iv, *Sec.* 31, 42. During the early period of the public school movement in Missouri, the pupils were expected to pay a small tuition or fee toward the salary of the teacher and also to help furnish fuel for the school.

(8) The change in name took place in 1919, *Laws of Missouri*, 1919, p. 687.

(9) *Messages and Proclamations of the Governors of the State of Missouri, Vol. II*, Governor Edwards, p. 58; Governor King, p. 276; Governor Stewart, Vol. III, p. 176.

(11) *Ibid.*

(12) The Secretary of State had charge of the educational system until 1839 (*Laws of Missouri*, 1839, p. 114) The office of State Superintendent of Public Education was created in 1839, (*Ibid*), abolished in 1841, (*Laws of Missouri*, 1841, p. 142); and the duties handed back to the Secretary of State until 1853 when the office of State Superintendent was again established, (*Laws of Missouri*, 1853, p 147), was again abolished in 1861, and restored in 1865, (*Laws of Missouri*, 1865, p. 127), and has been in existence ever since.

the Legislature which caused some discussion but were finally killed.[13] These various appeals to the members of the Legislature were not effective, largely on account of the poverty of the State. The agitation had extended over a long period of time, and the advocates of the policy had been unrelenting in their effort to interest the State in the project. The members of the Legislature were unwilling to make an appropriation which would be generous enough to launch the project.

The Agitation by the State Teachers' Association

The first session of the Missouri State Teachers' Association was held in St. Louis in 1856.[14] The men who were prominent in education in the State were there and began an organized effort to secure a State system of normal education. Horace Mann was present and his influence helped to shape the legislation.[15] The teachers recognized that many who were teaching were not prepared for the work and were therefore poorly paid. If this condition was to be remedied, those entering the profession must be adequately trained. As only a small fraction of the youth of Missouri were being retained in the colleges and the University, it was believed that the State must provide the remedy by establishing schools for the training of teachers. In the sessions of the Association the subject was favorably voted upon, and resolutions were passed urging the adoption of such a system of education.[16] It is probable that during these years the plan might have been accepted if the educators themselves could have agreed upon a plan for the establishment of the school. Their indecision prevented my concerted action. The annual meetings of the association were suspended during the Civil War period, but in June 1866 a meeting was held in St. Louis for the purpose of reorganization. A memorial to the Missouri Legislature was presented which contained in full an outline for a normal system of education.[17] This was the beginning of the united action of the educators of the state, and their efforts finally resulted in the establishment of the State Normal System of Education.

Arguments in Favor of the Establishment of Normal Schools

In the meantime men who were active in educational work in Missouri were helping create an interest in the subject. Talks were given throughout the State, letters were sent to persons of influence, and public opinion was being formed. The following facts were urged upon the attention of the public:

1. The need in Missouri of adequately trained teachers. This was clearly shown by the fact that the majority (three-fourths) of the men and women who were qualified to teach had come to Missouri from other states.

2. The lack of institutions for training these teachers in Missouri. At this time there were few institutions in the State which were providing the training. It was believed that there was plenty of native talent, but it must be properly trained.

3. The economic argument that normal schools could be provided with less cost if the State would undertake the work. Under existing conditions students who desired such training were forced to go to some other state for the work.

At this time half of the states in the Union had already made provision for normal training and they were drawing the youth from Missouri. "Home teachers for home schools" as against "foreign or imported teachers" was a popular cry, and it

(13) See *Senate Journal*, 1859, p. 291, *Ibid*, 1860, p. 18; *House Journal* 1867, p. 244.

(14) *Report of the State Superintendent of Schools*, 1867, p. 15. A local effect of the meeting was that the following year the City of St. Louis established a normal school for the training of teachers. This was later known as the Harris Teachers College. A few years later still, Kansas City made the same provision for training teachers.

(15) *Kirksville Catalogue*, 1880, p. 29.

(16) *Report State Superintendent* of Schools, 1867, p. 15.

(17) *Ibid.*

was urged that Missouri should provide the means for training her own men and women and not force them to depend on educational opportunities to be secured in another locality. The fact that other nations had already tried the experiment and had made it a success was said to be an assurance of success if the plan was tried in Missouri.[18]

The Establishment of a State System

The law providing for the establishment of a State system of normal education specified that two institutions should be founded, one of which was located at Kirksville. In the interval between the beginning of the agitation and the actual passage of the law authorizing the establishment of the normal plan of education in Missouri, the original proposals underwent many changes. Instead of six schools to be created as provided by the first plan two were finally agreed upon. This reduction in number was probably due to lack of finances and also to a desire to test the idea before the State became too deeply involved financially. The law was passed by the Legislature in 1870.[19] It specified that the State should be divided into two districts, the counties north of the Missouri River constituted the First District, and those south of the river the Second District.[20] In each of these sections a school was to be located in the county which offered the greatest inducements in the way of buildings, land, and cash.

Location of the Normal in the First District

As soon as the law was passed by the Legislature, a movement was started to secure the location of the two schools. In the First District, Adair County was successful in giving bonds, cash, land, and buildings, $74,000.00 The buildings and grounds of the old North Missouri Normal were included in the gift. The faculty, course of study, and general plan of work was carried over into the new State Normal, and Joseph Baldwin was retained as Principal. The first session of the school began on January 1, 1871.

In commenting on this method of location the Carnegie Bulletin states: "The principle seemed to be based on the assumption that to have any particular community profit by the presence of a state institution was intolerable but as such advantage could not well be avoided, the community should first be made to pay as much as possible for the privilege. While the financial saving to a wealthy state is negligible, the community paying the bonus has generally laid its plan to 'take it out of the school, at the first opportunity, thus winning for the new institution not friends but exploiters, who claim not only legitimate business but often "jobs." In 1871 Superintendent Monteith protested against this plan because it engendered 'so much local strife and bitterness besides tempting an ambitious community to assume burdens of taxation heavier than they were able to bear.' "[21]

It was provided by law that a Board of Regents, consisting of seven members which included the State Board of Education and two additional persons appointed by the Governor, one from each of the districts, was to have general control over the schools.[22] The duties and powers of the Board were carefully defined in the law. The State appropriated $5,000.00 a year for each school, which was to be used for teachers' salaries. A model school for practice was to be established. While the main purpose of the institution was the professional training of teachers, the law also stated that lectures were to be delivered on various scientific and literary subjects. The Board

(18) Phillips, *A History of Education in Missouri*, p. 91.

(19) *Laws of Missouri*, 1879, p. 134.

(20) The normal department of the University of Missouri at Columbia was not considered the one for the First District.

(21) *Report of the State Superintendent.*

(22) *Laws of Missouri*, 1870, p. 134.

was empowered to require each applicant for admission to sign and file with the Secretary of the Board a declaration of intention to teach in the public schools of Missouri.[23]

Before considering the development of the normal school at Kirksville some of the criticisms of State Normal schools must be outlined.

Criticism of the State Normal System

The criticism of the normal system began at once and was largely the result of the method of State support. The biennial appropriations of the State were and are the main source of income. The intention of the members of the Legislature was to provide educational opportunities for the youth of Missouri at a minimum cost, so the incidental fee was put at $6.00 per term, but this totaled a small amount compared with the sums which were appropriated by the State.[24] With the request for finances the opponents of the normals began their attacks on the system. The first year the State gave only the sum of $5,000.00 for teachers' salaries but soon began to make appropriations for buildings and equipment.[25] In 1872 the Legislature gave $50,000.00 to complete the new building which was being erected with the funds from Adair County.[26] The proposal of this bill in the Legislature aroused much opposition not only toward the First District Normal but to the policy of State support for all educational institutions. This opposition was shown by repeated attempts which were made to induce the Legislature to abolish the normal schools. It was evident that if the State withdrew it financial support, the schools would be forced to close as their reveune was only a fraction of the amount required to operate the institutions. Bills aiming at the withdrawal of financial support by the State were proposed in the Legislative sessions from 1871 to 1895.[27] These attacks were more numerous during the first ten years after the passage of the law creating the normals and were intended to result in the closing of the schools. During this ten-year period the project of State education was still in the experimental stage and the schools should have had the support of a united public opinion until their merit had been demonstrated. In the seventies the catalogues of the normals annually devoted several pages to a general defense of the scheme. In 1880 the Kirksville catalogue declared that "success has been achieved in the face of stupendous difficulties. To secure the necessary means seemed a hopeless task. At every step bitter and determined opposition had been encountered. Public sentiment in Missouri was largely opposed to popular education and hence opposed to normal schools, the best means of elevating the common schools."[28] In 1877 the annual appropriation of the school was reduced from $10,000.00 to $7,500.00 and two-thirds of that was long held up by the auditor. The continual financial embarrassment reacted on the school. "Every student that could be corralled, and every old one that could be retained was valuable both for his fees and as a means of pressure on the Legislature for more funds. The result was that all the classes were too large, the teachers overworked, and scholastic requirements suffered. Students were admitted too young and were pushed too rapidly, the school was overrun with elementary, short-time students. The constant effort was to increase the enrollment and the number of graduates." These criti-

(23) *Ibid.* The board has full powers to make all rules and regulations governing the school. In 1877 a law was passed allowing the members of the Board travelling expenses, but they are not paid salaries. (*Laws of Missouri*, 1877, p. 410.)

(24) Phillips, *A History of Education in Missouri*, p. 102.

(25) *Laws of Missouri*, 1872, p. 157.

(26) *Ibid.*

(27) *Senate Journal*, 1871, p. 332; *House Journal*, 1874, p. 294; *Ibid*, 1875, p. 1351; *Ibid*, 1877, p. 401; *Ibid*, 1879, p. 320; *Ibid*, 1881, p. 301; *Senate Journal*, 1895, p. 296.

(28) *Catalogue of the First District Normal School*, 1880, p. 30.

cisms might also be made of other Missouri colleges at this time. The struggle to keep the institutions open meant that scholars must be enticed to attend, and all energy was directed toward increasing the enrollment.[29]

In the meantime, in 1875, the State accepted a new Constitution which contained no provision for normal education.[30] The result was that the schools existed through legal enactment and therefore could be abolished if the opposition gained a majority in the Legislature. The Constitution laid down financial restrictions that have ever since "made the State appear to be throttling its own educational interests." However, the educational leaders held a true course, and the State was at least well advised.

The numerous criticisms of the normal system of education undoubtedly retarded the development of the work. The fact that the State Legislature must be appealed to for biennial appropriations served continually to keep the question in the foreground and to intensify the animosity of the opponents. In 1895 the plan of attack on the system was changed. Instead of continuing the attempt to get the Legislature to abolish the normals they began to attack the laws of 1887 and 1889 which permitted normal schools to grant teaching certificates.[31] Students who completed the four-year course were entitled to receive a certificate which allowed them to teach in the State without examination. The certificate which might be granted at the end of a two-year course entitled the holder to teach for two years the specified branches.[32] This law applied also to the normal department of the University and to Lincoln University, but there were a number of private schools and colleges in the State which were not included in the law and therefore were antagonistic to State institutions. Attempts were made in 1895, in 1897, and in 1905 to have these certification laws repealed, and when these attempts failed, to extend the same privilege to all other institutions in the State. Any such concessions would have been unjust to the University and would have injured the entire educational system of Missouri, as many of these private schools were not doing a high grade of work. However, the attempts all failed.[33]

The normals also had to meet the criticisms which were made by a group of persons who were opposed to any form of education which was maintained at public expense. The public school system was even opposed by a large group, and their influence, combined with that of other opposition groups, had an effect upon the public attitude. Still others persisted in looking upon the University and the normals as local institutions. They therefore believed that since the financial benefits were affecting only local areas, the State funds should not be used to finance these institutions. Enmity was created among others because of the fact that the law specified that the State institutions were to be non-sectarian. This was interpreted to mean that such schools were being used to spread infidelity and should not receive grants from State funds. This was one of the arguments used in advertising the denominational colleges which were so numerous in Missouri at this time.[34] These opponents of the normal schools were the friends of the denominational colleges.

The largest group of critics usually included those persons who were the supporters of the public school system but were opposed to the University and the normal schools. They believed that if the State provided an adequate system of public

(29) *Carnegie Bulletin*, No. 14, p. 39.

(30) No mention of normal education was contained in the section on education.

(31) Violette, *History of the First District State Normal School of Missouri*, p. 82.

(32) *Laws of Missouri*, 1887, p. 269; *Missouri Revised Statutes*, 1889, p. 1894.

(33) *House Journal*, 1897, p. 309; *Ibid*, 1899, p. 100; *Ibid*, 1901, p. 110; Violette, *History of the First District State Normal School of Missouri*, p. 83.

(34) See page 33.

schools, it was the business of the colleges, normals, or University to secure finances from private sources and not from the State.[35] Again, this group believed in the private denominational college rather than in a system of State supported schools. There were also among some sections of the State an "attitude of general criticism" which undoubtedly hampered the work of the normals. This criticism was directed at the general policy of the State or at some particular part of the normal work. The model or practice school which was provided by law as a part of the regular normal school program,[36] was one basis of attack, as this department was thought to be a useless expense to the State. This was evidence of the prevalent attitude that teachers should be trained in theory, but not in actual practice.

In the meantime the University had been constantly raising standards, and it was natural that there should arise friction between the University and the normal schools. The work in the normal schools at this time was not up to the standard of real college work and when their students attempted to enter the University for advanced work, they received greatly reduced credit. The result was that the administration of the normal schools felt that the University was antagonistic and was seeking to restrict their work to the training of elementary teachers. The desire of the University to reserve for itself the training of high school and college teachers was considered ample evidence of its antagonism toward the normal schools in the State.[37] The university had been preparing teachers for the larger and stronger high schools and had been strengthening its position over the state. The approved high schools had been obliged to satisfy a constantly increasing list of requirements which included the better training of their teachers. The natural result was that in the election of high school teachers, the principals of the larger schools had given the preference to those who had been trained at the University. In order to create interest in the normal schools of the State, field agents were sent out to present the merits of the school.[38] The Kirksville publications were consistently devoted to partisan efforts to influence public opinion.[39] Friction between the University and the normal school was the natural result. This was increased by the fact that both institutions were maintaining preparatory departments which were open to the same class of students. All State educational institutions were striving for numbers in order to influence the the members of the Legislature to make generous appropriations. There is no question but that at that time the University was better prepared than the normals to offer work of strictly collegiate grade and until 1904 the normal school at Kirksville can be rated only as a secondary school.[40]

These objections to a State plan of normal education all affected the school which was located at Kirksville and indicates the difficulty of maintaining the work; but it must be remembered that a determined group of educators and public officials were constantly working in the State for the advancement of a State normal system of education. Thus the growth of the idea in Missouri was slow, because of the constant opposition from various sources. We can now consider some phases of the development of the First District State Normal School.

Organization and Course of Study

When the State took over the North Missouri Normal School the old plan of organization which included college and preparatory departments was retained.

(35) Violette, *History of the First District State Normal School of Missouri*, p. 84.

(36) *Laws of Missouri*, 1870, p. 134.

(37) Violette, *History of the First District Normal School of Missouri* p. 89. The University of Missouri had established a normal department in 1869 (*Catalogue University of Missouri*, 1820, p. 7.)

(38) *Carnegie Bulletin*, Vol. 14, p. 52.

(39) *Ibid*, p. 52.

(40) *Iibid*, p. 38.

In 1872 the work was rearranged on a more "practical basis," students being allowed to graduate at the end of two, three, or four years.[41]

While changes were made from time to time in the course of study they were not of great importance until 1899. In June of that year State Superintendent Carrington called a meeting in Jefferson City of the Presidents of the three State Normal Schools. (The Southeast Missouri State Teachers College had been opened in Cape Girardeau in 1873.) The result was the adopting of a new course of study which was uniform in the three institutions.[42] This was not a new idea, for it had been tried in 1875.[43] For a number of years after this second attempt at unification was made, the courses were uniform but finally began to diverge. In 1899 it was urged there was too much variation in the courses offered and that some uniformity should be arranged. This was not actually attained until 1916.

Admission

The first statement regarding the conditions of admission was made after the school became a State Normal. In 1872 the Board of Regents made a regulation that candidates for admission "if ladies, must not be less than 15 years of age. Gentlemen not less than 17." However, the rule was qualified by the statement that "students qualified to enter and agreeing to take the full course might be admitted if one year younger."[44] All were required to furnish evidence of good moral character and candidates were required to pass an examination over the elementary subjects. While students might be admitted from any county or state, all applicants for admission were required to sign a declaration of intention to teach in the public schools of Missouri. In 1880 the minimum age was lowered to 14 years.[45] It was also stated that students might enter at any time, but they were urged to avoid examination by bringing with them all grade cards, diplomas and other credentials.[46] It is thus apparent that the standards were being lowered instead of raised. This is further indicated by by the fact that in 1906 it was definitely stated that the school was a non-selective institution and that it proposed "to treat each student on his merits. irrespective of any formal requirements whatever." The catalogue stated that "We have found it necessary to admit and classify each student chiefly upon his individual merits. We purpose recognizing not only the merits of each secondary school, whether approved or unapproved by pseudo-inspection but also the merits of each individual student as our teachers get acquainted with them."[47] By 1906 the University had strengthened its position over the State and had approved high schools whose teachers had been trained in the University. The conflict between the University and the Normal School was very bitter at this time and antagonism naturally resulted. This was finally removed by the standardization of the normals in 1914. The requirements for admission are now on a par with those of the University of Missouri.

Rules and Regulations

In 1869 it was stated that "the separation of the sexes at any period of education was barbarous and unnatural."[48] Consequently women were received on the same footing with men. That strict regulations were enforced for a number of years after the founding of the school is shown in the History of the First District Normal

(41) Phillips, *A History of Education in Missouri*, p. 102.
(42) *Catalogue, First District Normal School*, 1872, p. 15.
(43) *Ibid*, 1889, p. 13.
(44) *Ibid*, 1882, pp. 6-9.
(45) *Ibid*, 1880, p. 16.
(46) *Ibid*, 1901, p. 43.
(47) *Carnegie Bulletin*, No. 14, p. 329.
(48) *Ibid*, 1869, p. 14.

School, by Professor Violette, who was for many years a member of the Faculty and had access to the Faculty Minutes.[49] His discussion shows that like other Missouri Colleges at this time there was no system of organized self-government. While the rules contain few direct references to women, they applied to both men and women.

Although the opponents of the Normal said that the school was a means of spreading infidelity, the charge was untrue. From the first President Baldwin required all students to be present twice daily at the chapel exercises. The young women were seated in a section on one side of the room and the men on the other. Roll call was taken so that attendance was actually required. Promptness at services was insisted upon, 5% was to be deducted from the grade in deportment for each time the student was tardy. At a later time the chapel doors were locked when the roll call began and students who were late were brought in at the close of the exercises and publicly reproved.

The rules governing all students were very strict and indicate the elementary character of the school. Each one was required to be in the building during school hours unless excused by a member of the faculty. In order to provide for the vacant periods of the students, study classes were held in the chapel. Students were assigned by the faculty to act as proctors, but this plan not being a success, the study hours were abolished and each student was required to fill all the recitation hours with classes or drills. It is not strange that this plan did not work. In 1872 the study hall was revived, but a member of the faculty was placed in charge.[50] Any communication during school hours was strictly forbidden and every student (in 1872-1873) was required to take the pledge,

> "I pledge on my honor to use my best efforts to comply with the regulations of the school requiring regularity, promptness, and decorum, and prohibiting unnecessary noise, immorality, and communication during school hours."

The coupling of "unnecessary noise and communication" with "immorality" seems to indicate that either one was considered a grave offense.

In 1879 a system of school tactics was worked out which outlined:

1. How the students should go to the board from their seats.
2. When they should raise and lower their hands.
3. How they were to be dismissed, etc.

With the change in administration in 1883 the rules for the next twenty years were even more severe, and strict surveillance was maintained over the students. They were marched to all classes and to chapel. At the close of the day the students were marched to the chapel for a final roll call and then marched out of the building. Division leaders were appointed who kept the roll books, lists of those tardy, advised students as to their conduct, saw that the pledge had been signed, and looked after the sick. Every Monday these leaders placed "gems of literature" on the blackboard, which were to be recited from memory in chapel. Finally the divisions leaders were required to teach those deficient in spelling and etymology. It is difficult to see how these leaders had any time for their own studies.

Each student was required to hand in a weekly report stating the number of hours she had studied, the number of recitations attended, and what Sunday School and church she had attended the past Sunday. The old demerit system was revived and the following penalties imposed,[51] with a few exceptions, applied to women as well as to men:

(49) The early rules are taken from Chapter XIII of Professor Violette's book.
(50) *Catalogue, First District Normal chool*, 1872, p. 3.
(51) Violette, *History of the First District Normal School*, p. 188.

1. Absence from school without excuse 10%
2. Tardiness in the morning 5%
3. Leaving lines without permission 3%
4. Talking, laughing, or other disorder in the line 3%
5. Talking in the halls at any time except at rests 3%
6. Heavy walking over the floors of the building 3%
7. Talking or any disorder in the wardrobes 3%
8. Spitting on the floors or stairways 3%
9. Throwing paper or litter on the steps in the hall, or in the yard 3%
10. Failure to go at once to the study room in the morning 3%
11. Any irregularity or disorder about the halls, wardrobes, or grounds not mentioned in the preceding statements 10%
12. Disorder or talking in study classes 3%

The complete absence of confidence in the student body is also shown by the fact that members of the faculty were stationed in the halls to detect violators of the rules. These infractions of the rules were reported once a week and a copy placed on an immense blackboard which stood on the chapel platform." The students were separated into divisions and the standing of the whole division was affected by that of the individual members. No student was eligible to graduation whose grade in deportment was less than 90 while a grade of 85 was cause for suspension. The result was that many students were suspended from school. Such a system of espionage was undoubtedly injurious to the moral development of the students and only increased the evasions of the rules. The supposed justification of the system was that prospective teachers must learn respect for discipline while students.

It was not until 1899 when President Kirk took charge that the system was abolished.[52] An appeal was made to the students and a system of modified self-government established. This has been extended until an efficient system is now in actual operation.[53]

Conference Agreement of the Presidents of State Educational Institutions

Since the question of advanced standing from the Teachers Colleges was constantly coming up, it was necessary to determine a basis for the evaluating of credits. That was particularly important as many of these applications for advanced standing were made by women. This conference agreement has been one of the most important steps in the history of Normal education in Missouri.

June 22, 1916, a conference of the representatives of State Educational Institutions and the State Superintendent of Public Schools was held in Jefferson City. The result of the meeting was that an agreement was reached whereby the work of the institutions represented was standardized. Provision was made for a committee of three to visit annually each State institution and report to the conference the condition of the work being done in the various institutions. The committee was to be composed of one representative of the University, one of the State Teachers Colleges, and one of the State Department of Education. The representatives of the University and of the State Teachers Colleges were to be represented in rotation beginning with Normal No. 1. During the conference the requirements for graduation were outlined, the conditions under which college work should be done was decided, and an agreement made as to what credits would be accepted for admission. The President agreed that whenever the conference found that conditions named in

(52) *Catalogue First District Normal School*, 1901, p. 34.

(53) *Ibid.* See Constitution of the Student Association, *Catalogue Northeast Missouri Teachers College*, 1925, p. 79.

the report had been met, the college work done in any of the institutions would be accepted hour for hour in other institutions, and the graduates would be admitted to the graduate school of the University.[54]

The committee for visiting the various State Institutions makes recommendations each year for corrections and improvements in educational procedure. The agreement went into effect September 1, 1916. Because of the lack of standardization during the earlier years, questions of irregular credit are constantly coming up. It was provided in 1925 that a committee composed of a representative of each State educational institution and of the Department of Education was to be appointed to act as an Evaluating Committee and settle all questions of doubtful credit. Their work includes the application of the regulations of the North Central Association of Colleges and Universities and the Conference Agreement as far as possible, having freedom of discussion only where these regulations can not be applied. The committee in such cases follows the *spirit* of the regulations. They pass on all work pursued prior to 1902 and consider only individual cases. The credit recommended does not become effective until the student has completed a year of satisfactory work. No single institution passes on irregular credit; the decision is left to the committee. The secretary of the Evaluating Committee then notifies each of the other colleges of the decision. This prevents a student from presenting his credits to several educational institutions in order to find out which college will be the most generous in allowing credit for work already completed.[55]

The University of Missouri now allows a graduate of the State Teachers College of Kirksville hour for hour credit in all subjects which Missouri University credits toward a degree *provided* all of her work has been done since the fall of 1916, or if any was taken prior to that time, it has been re-evaluated.[56]

Present Organizations

The Collegiate department is organized into two groups. Students with less than 60 semester hours of credit constitute the Junior College, and those with over 60 hours the Senior College. While a few courses are offered which are of particular interest to women, the number is small considering the large number of women enrolled. From the first women have been admitted to the Teachers College, but special courses were not required of them. The following outline of the curriculum is taken from the catalogue of 1925 and indicates that the aim of the school is to prepare teachers.[57]

	No. Courses Offered		
Division of Arts		*Division of Languages and Literature*	
Drama and Speech	17	English	36
Fine and Applied Arts		Journalism	7
Music	23	Latin	19
Art	16	French	6
Division of Commerce		German	10
Secretarial	12	Spanish	3
Division of Education	44	*Division of Mathematics*	11

(54) *Proceedings of the Conference of Presidents of State Educational Institutions and the State Superintendent of Schools*, Jefferson City, Missouri, 1916, p. 6.

(55) Told to the author by Professor J. H. Coursault, Chairman of *Evaluating Committee* for 1926.

(56) *Ibid.*

(57) *Catalogue of the Northeast Missouri State Teachers College* 1925-26, pp. 32-71.

Division of Health & Physical Education		*Division of Science*	
Hygiene and Public Health	15	Agriculture	18
Physical Education (men)	5	Biology	8
Physical Education (Women)	6	Chemistry	9
Division of Home Economics		Physics	12
Household Arts	4	Physiography and Geology	3
Household Sciences	10	*Division of Social Science*	
Division of Industrial Arts		Geography	6
Drawing	6	History	15
Metalworking	7	Political Science	14
Woodworking	6		

In connection with the Division of Health a three-year school of Nursing was established in 1923. Students who complete the course are awarded the diploma of "Graduate Nurse." The school is accredited by the Missouri State Board of Nurse Examiners and its graduates are permitted to become candidates for registration in Missouri and other states. There are 24 students now registered in the school, 5 of whom are candidates for graduation in September.[58]

While the above curriculum contains a few elective courses which are of primary interest to women, it does not meet the needs of women as outlined in Chapter XVII.

Enrollment

No figures are available as to the total number of students who have attended this institution. However, the growth is indicated by the fact that in 1895 there was a total enrollment of 327. Of these 63 men and 50 women were college students.[59] By 1910 the number of students had increased to a total of 380. Of these 207, (107 men, 100 women) were in the college department.

The large increase during recent years is indicated by the enrollment for the year 1925 which shows 583 men and 1,945 women (total 2,528) enrolled.[60] The present enrollment indicates the larger proportion of women now in college. The total number of men enrolled in January 1926 is 221, the number of women 491. Of these, 129 men and 326 women are in the Junior College Department.

There are 43 men and 143 women enrolled in extension work, and 42 men and 209 women are now taking correspondence work.[61]

It is evident that the Missouri State Teachers College is rendering a service to the women of the State who are preparing to enter the teaching profession.

Graduates 1925

The only degree now offered is the Bachelor of Science in Education which represents the completion of an accredited four-year high school course and 120 hours of college work. The graduating class of 1925 included 61 men and 86 women[62]

Certificates to teach are conferred on the completion of the following courses:[63]

30 hours of college credit.....2-year Elementary Certificate

60 hours of college credit.....Life Certificate to Teach in the Elementary Schools.

90 hours of college credit.....Life Certificate to Teach in the High Schools.

(58) *Ibid.* p. 45. Three students were graduated in December, 1925. Letter to the author from the Director of the School of Nursing.

(59) *Ibid*, 1895, p. 49.

(60) *Ibid*, 1925, p. 82. These figures include the total enrollment from June 1924 to June 1925.

(61) Figures for January 1926 taken from a letter from President Fair to the author.

(62) *Ibid.*

(63) *Catalogue Northeast Missouri State Teachers College*. 1924, p. 72.

(64) *Ibid.*

While there are some advantages in awarding these various certificates, there is one disadvantage. When it is possible for the student at the end of one year of college work to secure a position to teach, there is little incentive to continue and complete the four-year course. The result probably is that many students are becoming elementary teachers when they are financially able to continue in college and secure their degrees. If the educational conditions of the State are to be improved, the teachers must be better prepared for their work.

The list of certificates conferred last year indicates that a large number of students probably began to teach before they had completed the work required for a degree. The list includes:[64]

30-hr. certificates	321
60-hr. diploma	163
90-hour diploma	104

While the mortality in college enrollment is always higher in the junior and senior years, the situation might be improved if the colleges and normals did not directly encourage the securing of a position before the maximum amount of training was secured. Cases have been known where parents have not understood the educational plan and because the student had *graduated in something* or received some certificate, the parents have thought that it was no longer necessary to finance additional study. While many deserving students are unable to attend college for four consecutive years, this granting of so many teaching certificates seeems to be one of the defects of the present educational system. All persons in educational work should urge every student if possible to secure a college degree before accepting a position.

Summer School

The experiment of a Summer Session was first tried in 1900. The plan provided for a seven and a half weeks term, for which a fee of $10.00 was charged. That such an opportunity was welcomed by the teachers of the State is shown by the fact that the enrollment the first year was 108 and the following summer reached 180. The extraordinary growth was partly due to the favoring legislation which permitted successful attendance to be considered in *lieu* of examinations for certificates.[65] The enrollment for the summer of 1924 shows a total of 1,224 women and 377 men[66]

The registration in the summer session exceeds that of any other term of the college. The growth of the summer school idea in the Normals and other Missouri Colleges has been a means of improving the educational conditions of the State. An opportunity is thus furnished many who are teaching and are unable to spend a year in residence. This credit may be applied to a degree.

Recognition of Women

It has been estimated that at the close of the Civil War there were twice as many men as women teaching in Missouri, and that now there are five times as many women as men teaching.[67] If these figures are correct, the usual failure to recognize in a financial way the ability of women deserves the consideration of all thoughtful educators.

In some ways the normal colleges in Missouri have been more generous than other Missouri Colleges toward women.

The first faculty list (1869) of the First District Normal School shows the names of five women and eight men,[68] and after the school became a State Normal a fair proportion of women were included in the teaching staff.

(65) *Carnegie Bulletin*, No. 14, p. 330,
(66) *Catalogue Northeast Missouri State Teachers College*, 1925, p. 72.
(67) *Official Manual of the State of Missouri*, 1922, p. 737.
(68) *Catalogue of the First District Normal School*, 1869, p. 5.

The names of women have appeared as members of the faculty until the present time. Of the present teaching faculty of 60, 30 are women.[69]

The printed list for last year indicates the comparative ranking of men and women.[70]

Title	*Men*	*Women*
Dean	1	1
Professor	14	9
Associate Professor	9	7
Assistant Professor	5	9
Instructor	2	3
Teachers Elementary School	1	6
Kindergarten	0	1

This shows an unusual number of women with the rank of professor, associate and assistant professors. In theory there is said to be no distinction made between the amount of salary paid to women and to men. While there is less difference made than in the majority of Missouri State Colleges, the following facts are worthy of consideration:

Salaries[71]

	Maximum Salary Per Month		Minimum Salary Per Month	
Rank	Men	Women	Men	Women
Dean	$355.00	$160.00		
Professor	283.34	283.34	$241.61	$200.00
Assoc. Professor	250.00	240.00	200.00	175.00
Asst. Professor	200.00	195.00	170.00	150.00
Instructor	150.00	145.00	100.00	100.00
Teacher	150.00	105.00	150.00	100.00

As a basis of comparison the salaries of the Deans of the other State Teachers Colleges are given.[72]

Institution	Dean Men	Dean Women
Northwestern Mo. S. T. C.	$3,000.00	$3,000.00
Central Mo. S. T. C.	3,000.00	2,200.00
Southeast Mo. S. T. C.	4,200.00	2,640.00
Southwest Mo. S. T. C.	(not given)	2,500.00

The above figures indicate that there is less differentiation in the salaries paid to women in the State Teachers Colleges than in the University of Missouri. The writer believes that there should be equal salaries for men and women provided their preparation, ability, and experience are equivalent. Women who hold administrative positions should be paid as high a salary as a woman of equal preparation and experience who is giving her time to teaching, but this frequently is not the case.

The Northeast Missouri State Teachers College has no women on the Board of Regents. It is difficult to explain this condition inasmuch as three of the other four State Teachers Colleges have one woman member each on their Board of Regents.[73]

(69) Statement of President Fair to the author.

(70) *Official Manual of the State of Missouri*, 1925-26, pp. 690-693.

(71) *Ibid.* A letter from President Fair to the author states that for 1925-26 the maximum salary for a man is $3,400.00 and the same rate paid to women.

(72) *Ibid*, pp. 690-703.

(73) *Ibid*, pp. 694-705. These women are Miss Laura Schmitz (Northeast Missouri State Teachers College), Miss Lizzie T. Pruitt (Southeast Missouri State Teachers College), and Mrs. W. B. Linney (Southeast Missouri State Teachers College.)

The writer looks forward to the day when every educational institution in the State which admits women as students will have women as members of the governing Boards. In no other way can the interests of the women students and alumnae receive full consideration. The need for such representation on the Board of Regents of the Northeast Missouri State Teachers College is evident when we consider the large number of women enrolled. This growth in the number of women taking work in the State Teachers College is particularly interesting when we consider that shortly after the normals were established in Missouri, three-fifths of the students were men, and now two-thirds are women. This change is probably due to the fact that the majority of men select some other profession and look upon teaching as a "pot-boiler" until they can complete their work for some other profession. A small percentage of these men select the normal school as the cheapest form of degree-granting institution with the advantages of its sponsorship for the needed teaching position thrown in. The result is that the Missouri State Teachers Colleges are making an effort to attract men to the institutions and to "retain men in the profession." The real effort probably is to prepare men for high school and administrative positions; consequently the normal schools have adopted such policies as will make it easy for men to enter and profitable for them to remain. In methods, the emphasis has shifted from the elementary to the high school teacher. The outcome of this development has been the "college" idea for advanced students. Women naturally availed themselves of it and were aided and encouraged by the school authorities. The Kirksville Teachers College in the past has followed this plan most vigorously.[74]

The college has rendered a distinct service to education in Missouri in that it offers increased advantages for professional preparation and advancement.

Its function is to prepare both elementary and high school teachers for the public schools of Missouri. The school assists qualified teachers to secure positions. For the year beginning September, 1924, the Committee on Recommendations placed 177 teachers at an average salary of $1,289.00.[75]

Perhaps the greatest service the school has rendered to education in Missouri has been through its summer session. These have enabled large numbers of women to continue their collegiate work while retaining their teaching positions during the winter months.

The total cost per term is low enough to make it possible for many women to attend at least one term during the year. The charges per quarter for a typical student need not exceed the following amounts: fee $12.50; books and supplies, $10.00; laundry, $10.00; room rent, $25.00; and meals $65.00; total $112.50.[76]

The Dean of Women estimates that 10% of the women in the fall, winter, and spring terms earn part of their expenses. About 75% of the women in the summer have earned their expenses by teaching before they come.[77]

A chapter of the honorary educational fraternity Kappa Delta Pi was installed in 1923, which admits both men and women to membership. The roll of members has included the names of 65 men and 70 women.[78]

Since it is difficult to form a just opinion of the collegiate work prior to 1916 from the announcements in the catalogue the following judgment is taken from the report of the Carnegie Foundation for Teaching. The Foundation made an investigation of the normal schools in Missouri and the decision was that for the first thirty

(74) *Carnegie Bulletin*, No. 14, p. 292.
(75) *Catalogue Northeast Missouri State Teachers College*, 1925, p. 18.
(76) *Ibid*, p. 16.
(77) Letter from Dean Jo Walker Humphrey to the author.
(78) Letter from President Fair to the author.

years of their history the normals offered a four-year course which was based approximately upon the graduation requirements of the elementary school. A convenient break came at the end of the first two years. During this period a larger number of students took only this preliminary work, the majority probably, only the first year either in whole or in part. The preparatory year long paralleled the upper grade work for mature students who had not completed the elementary school. Until 1904 the schools were technically rated only as secondary institutions. The students were mature men and women who had had some, often considerable, experience as teachers. The agreement of 1904 between the three existing schools to unify courses had the effect of placing the last two years of the four-year course on a time level with the early college work. The graduates were given credit for ten of the eighteen units in the four-year "normal course," and as the number of high school graduates steadily increased the last eight units came eventually to correspond to the first two collegiate years. Gradually the first two years were recognized as being of high-school rank and were expanded to four years and the professional work deferred to collegiate years.[79]

Although the full college curriculum was established in 1904, it was not until 1907 that the Kirksville Normal succeeded in graduating a single student from this course. One was given the degree in 1908, none in 1909 and during the eight years 1904-12 only nineteen students received the four-year degree. Most of the courses necessarily had to be taken with the freshman and sophomores and some even with secondary students. Therefore graduation from the four-year course was merely a matter of amassing a sufficient number of elementary credits of an almost unrestricted character. The students carried too many hours of work and it was not surprising that the University of Missouri refused to accept hour for hour work of the degree courses.[80]

No figures are available as to the total number of graduates of the school. In discussing the graduation of students the Carnegie Report stated that in 1906 the announcement was made that "This school will not attempt to announce in advance the exact time in which any student may receive a diploma." The Kirksville School was thus concentrating the final award of credit in the hands of one individual, and he the head of the institution. Up to the time the study was made (1915), the records were inaccessible to any one save the President and Dean of the School and to the "registrar," who was essentially a confidential clerk. All final records were made out in the handwriting of the president.[81] Such a system is difficult to administer fairly. No credentials for admission or advanced standing, whether original or copies, were existing. It was therefore impossible to evaluate the admission credits, or collegiate credit, as there were no dates on the record of grades. It was found, too, that college credit had been presented to students without their doing the necessary work. In one case credit was actually presented for travel in Europe, etc. Up to 1915, nine had received the B. S. degree irregularly; eight were fully employed by the school at the time and offered no residence work, one held some residence credit, but was awarded the degree of A. B. in duplicate after taking it from a good college and became in this vicarious fashion the second four-year graduate the school had acquired. Some of these degrees had been given outright as complimentary.[82] The school had also conferred conditional diplomas on the promise of the student to return and make up a deficiency of from one semester hour to half a year's work or

(79) *Carnegie Bulletin*, No. 14, pp. 33-37
(80) *Ibid*, p. 88.
(81) *Ibid*, p. 329.
(82) *Ibid*, p. 329.

else to surrender the certificate or diploma. There were fifteen such students in one class, twelve in another, and two in another who had received signed documentary evidence of the completion of their course. The time limit set for removing the condition was usually one year, but this might be extended. The time required for graduation was greatly shortened in some cases, allowing the completion of a four-year high school course and a four-year college course in five years.[83] The direct loss to the State of such a practice was great. The degree was heavily discounted at a good institution. However, since the Conference Agreement of 1916 this condition has been changed and the degree now is accepted for admission to the Graduate school of the University, subject to the provisions of the Conference Agreement.[84]

Summary: The Northeast Missouri Normal College was the pioneer institution of its kind in the State. Due to the efforts of Joseph Baldwin, the founder of the North Missouri Normal School, the agitation for a State system of normal education was pushed with vigor until the time of the Civil War. After the close of the War the efforts were renewed, and in 1870 the Legislature made provision for two such schools The institution for the First District was located at Kirksville and the old North Missouri Normal School was taken over. Then began the bitter attack of the public upon the normal education. During these years the schools continued to operate only under the most difficult circumstances. This normal at Krirksville had a particularly stormy history until the formation of the Conference Agreement of 1916, when the resulting standardization took place. While there is much that may be severely criticised during these early years, it must be recognized that the State Teachers Colleges especially since 1916 rendered a real service to the Education of women in Missouri.

The real function of the institution is to prepare teachers, and we have seen that in enrollment women are greatly in the majority. It is therefore to be regretted that more distinctive courses for women are not included in the course of study. The discussion in Chapters XVI and XVII has indicated the belief that such specialized training should come *first* in the education of women. Since no other State Teachers Colleges has outlined a distinctive curriculum for women, the Northeast Missouri College might again be the pioneer institution by offering such a course of study.

As measured by the suggested curriculum in Chapter XVII, the present course of study in the school does not meet the needs of the women students. This is especially to be regretted as the enrollment shows the large number of women enrolled.

This normal has been more generous than some other educational institutions in the State in its attitude toward women. This is shown in the number of women on the faculty and the comparative salary schedules of men and women. The writer looks forward to the day when women will be represented on the Board of Regents, as the large number of women students and alumnae should be represented in this way.

In many ways the school has rendered a real service to the education of women in the State. The summer session and the relatively low charges for instruction have made it possible for large numbers of women to continue their college work and at the same time retain teaching positions during the winter months. The school has also rendered a service in maintaining a placement bureau for teachers. This has been of real benefit to the students who are teaching and at the same time has been of value to the school as this contact with former students has helped to maintain an active interest in the school on the part of all students who have been enrolled.

(83) *Ibid*, p. 334.
(84) See page 180.

CHAPTER XIV

THE UNIVERSITY OF MISSOURI
COLUMBIA, MISSOURI
THE OLDEST STATE UNIVERSITY WEST OF THE MISSISSIPPI RIVER

Origin

Missouri University was founded in 1839, by a special act of the Missouri State Legislature.[1] Although this early history is not primarily concerned with the education of women, it is important enough to deserve a brief summary of the years 1839-1869. The object in inserting these pages is to show the difficulties of starting education in Missouri, and the struggle made by these pioneers to establish a State University. It is clear that the people in Boone County and in Columbia were deeply interested in the project, but it was difficult to secure any State action. The social movements were the same here as in the East, and after the Federal Government set the example by making grants of land for the establishment of Colleges and Universities, Missouri followed the example.

Another reason for including this material is the basic part which the State University has played in the education of the State. This was possible because of the fact that the Legislative enactments providing for the University included the plans for a State system of education.

A final reason is that it has been indicated in a preceding section that Missouri has been one of the most backward states in supporting state institutions of higher learning. One reason for this condition is that the people generally have not considered the University as a basic part of the educational system of the State, and consequently were not willing to vote a rate of taxation which was high enough to support adequately all departments of the University. The natural result of this situation has been that adequate provision for the education of women was not made until recent years. This delay will be indicated in the discussion.

The history of the University of Missouri may be traced back to February 11, 1833, when a number of citizens of Boone County, realizing the need of educational opportunities, by private subscription, established Columbia College, at Columbia.[2] They erected a substantial brick building and opened a college which was exclusively for men.[3] This property was merged with the University which was established in 1839 by a special act of the Missouri Legislature. It is possible that the college was established with a view to influencing the location in Columbia of the University. If this is true, the purpose shows great foresight and vision. Newspaper articles agitated the question of the establishment of a State College and urged Columbians to use their influence to have it established there. This college has been called "the seed from which the University grew."[4]

While the University proper may be said to have had its inception in the so-

(1) In the early part of this section the facts are treated chronologically, and later the more important facts are discussed topically.

(2) *Laws of Missouri*, 1833, p. 25.

(3) This building was used by the University in 1841-42, and again after the fire of 1892.

(4) Switzler, *History of the University of Missouri*, p. 45. (Unpublished manuscript.)

called Geyer Act of 1839, the earlier legislation[5] is significant as showing the interest of the people in education, at a much earlier date.

June 4, 1827, Congress passed an act authorizing the selection of the seminary lands which had been set aside for educational purposes[6] and the County Courts of Missouri appointed commissioners to select the school lands in the State.[7] The larger part of those selected was located in Jackson County, 7,612 acres being within the present limits of Kansas City. Between 1831-35, the Legislature sold most of the land in accordance with the Act of Congress of 1831 The proceeds from the sale amounted to only about $78,000.00 which was $50,000.00 less than they were worth then and a fraction of their value now.

From the date of the opening of the University, until after the Civil War, the institution was making a fight for existence.

The money was invested in stock of the old Missouri State Bank of the State of Missouri, and the amount was allowed to accumulate by adding the interest, until it had grown to $100,000.00 in 1839. This was the original endowment and the whole came from the United States Government. Thus the University was the re-

(5) The following early Legislative Acts are important in the history of the University:

(a) The policy of the National Government in aiding the states in education, by land grants, was first suggested to Washington in a letter written by Rufus Putnam, June 6, 1783. (*Historical Sketch of the University of Missouri*, by President Daniel Read, p. 17.) This policy was formulated by Thomas Jefferson in the ordinance of 1787, which stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

(b) The Second Congressional Act was passed March 26, 1804, and divided Louisiana into two districts, the Territory of Orleans (since 1812, the State of Louisiana) and the District of Louisiana (Missouri, Kansas, part of Iowa, all of Minnesota, and all west of the Rocky Mountains.

(c) March 3, 1811, an act was passed by Congress reserving an entire township of public lands in each district, for the use of a "Seminary of Learning." (*U. S, Statutes at Large*, Vol. 2, p. 664.)

(d) In the act of June 4, 1812, which organized the Territory of Missouri, this article encouraging education, was carried over from the Ordinance of 1787, and became a part of the Congressional Act. (*Ibid*, p. 247.)

(e) February 17, 1818, Congress increased the amount of aid in education by the passage of an act which specified that instead of one township of public land, two should be reserved. (*Ibid*, Vol. 3, p. 545.) This was passed three and a half years before Missouri became a State.

(f) That Congress intended the land to be used for educational purposes only is shown by the act of March 3, 1831, which authorized the sale of these seminary lands, the money to be invested in a productive fund and the proceeds to be used "solely for a Seminary of Learning, and for no other purpose or use whatsoever" (*Ibid*, Vol. 4, p. 494.)

When Missouri was organized as a State, these provisions were carried over in the Enabling Act of March 6. 1820. (*Territorial Laws of Missouri*, Vol. 1, p. 631.), and in the Ordinance of July 19, 1820. (*Ibid*, p. 631.)

Provision was also made in this act for the common schools of the State. In this way higher and lower education were identified as parts of the same system. Under these conditions the maintenance and promotion of the University as well as a system of public education, was a "covenant obligation, which was deliberately and solemnly assumed by Missouri, as one of the organic conditions on which she was constituted as a State." (*Inaugural Address of President A. Ross Hill*, 1908, p. 8.)

The first Constitutional Convention in Missouri met in St. Louis, the Territorial Capital, June 12, 1820 with 41 delegates from 15 counties present. The Constitution which was formed was not submitted to the people, but took effect by authority of the body of delegates, who drafted it. (*Missouri Revised Statutes*, 1825, p. 55.)

This document stated again that education was to be encouraged and the seminary lands were to be used only for that purpose. (*Switzler, History of Missouri*, p. 15.) The Constitutions of 1865, 1875, 1921, all contained clauses providing for the maintenance of the University.

(*Constitution*, 1865 *Mo. Revised Statutes*, 1865, p. 40.

(*Constitution*, 1875 *Mo. Revised Statutes*, 1879, Vol. I, p. LXXXII.

(*Constitution*, 1921 *Mo.* p. 23. The Revision in 1923 did not pass, so the clauses in the Constitution of 1921 are still valid.)

(6) *U. S. Statutes at Large*, Vol. 4, p. 200.

(7) *Laws of Missouri*, 1827, p. 37.

sult of the generous plan of the National Government and also of the self sacrifices of the citizens of Columbia and Boone County. The State assumed no financial responsibility until 1867, which was 28 years after the University was established.

The Missouri Legislature February 8, 1839, appointed and authorized a committee of commissioners to select the site for the University. This bill was written and introduced in the Legislature by Major James S. Rollins, who was later known as the "Father of the University." The bill provided that the six most central counties were to offer bids of land and money and the county making the highest bid would secure the location of the University.[8] "This was a very ingenious scheme and was at once popular as the counties became competitors for the University. All the county seats were visited and the contest finally settled down to competition between Boone and Howard." As the end drew near, it seemed evenly balanced. "On the home stretch all business was suspended by the people in each county; the rich and those of moderate means were marshalled by eloquent leaders. . . Citizens' meetings were held, all tracts of land that might be suitable for location were conveyed to the State, a subscription committee was appointed to procure subscriptions and open books for the same. At a later meeting the citizens pledged to ride in the county a certain number of days and awaken the citizens. A public meeting was held at the Court House and a committee appointed to go out and bring in all citizens who were not present. After waiting for the committee to bring them in . . . . a committee of seven was appointed to assess the real and personal property of the citizens allowing them credit for their debts. When the assessment was made, it was considered the duty of each citizen, in case his subscription did not equal the sum thus determined, to add to it and make up the deficit. It was also agreed to make an assessment against non-resident property owners."[9] Major James S. Rollins was the master spirit in this emergency and was loyally supported by other citizens.

The amount of the subscriptions varied from $1.00 to $4,000.00. One man, Edward Camplin, who could neither read nor write, pledged and paid $3,000.00. Others made the greatest sacrifices to help secure the University. Many of these citizens actually subscribed and paid more money than they were worth at the time.

When the bids were opened, Boone County had won by pledging $117,921.75, $30,000.00 of which was in land and the rest in money.[10] The closest competitor was Howard County whose bid was $96,000.00.

This showing of Boone County is more remarkable when we consider that in 1839 the County was new, undeveloped, not wealthy and the population did not exceed 13,500. The assessed taxable wealth was only $2,405,876.00, and its annual taxes, state and county, were $5,043.00. These citizens wanted the University enough to pay $2,900.00 more than the aggregate of their state and county taxes for 23 years. Of the total amount subscribed only $712.25 was unpaid in 1850, and this was made good, not one cent ever being repudiated.[11]

When we recall that there were no wealthy persons, as we measure wealth today, in Columbia or Boone County, at this time, this subscription of the county was a heroic undertaking.

(8) *Ibid*, 1839, p. 184.
(9) Switzler, *History University of Missouri*, p. 53.
(10) *Catalogue University of Missouri*, 1869, p. 4.
(11) Switzler, *History of the University of Missouri*, p. 55.

The Geyer Act which provided for the establishment of the University[12] contained provision for the appointment of the Board of Curators. The first meeting of the Board was held the first Monday in October at the site selected for the University. This spot was literally in the woods, and the meeting was under the shade of a tree with logs as seats for the Curators. This was probably done in order to comply strictly with the law of the Legislature which designated the place of the meeting.[13] Plans for the main building were accepted and the contract let.

At the following meeting of the Board the buildings and grounds of Columbia College were taken over and steps taken to hasten the opening of the University.

The laying of the corner stone of the main building July 4, 1840[14] was the greatest event in the history of Boone County. This was the first occasion of its kind west of the Mississippi and therefore was of local and national interest. Judge David Todd presided, and the address was given by Hon. James L. Minor, of St. Louis. It was said that not a person living in Boone County failed to attend. A barbecue dinner, which was of course free, was one of the features of the celebration.[15]

The first President was John L. Lathrop of Hamilton College, New York, who began his duties in March, 1841, the formal opening of the University taking place later in the same year. The first printed report of the President was made in 1843 and shows that the enrollment included 74 students, and the faculty numbered five including the president. The same year the first class was graduated and consisted of two members who were cousins, Robert L. Todd, and Robert B. Todd; the latter, who was Salutatorian, gave his address in Latin.[16]

The regular classical course leading to the A. B. degree was offered and a preparatory department was established, as preparatory and irregular students were necessary in the western institution. The tuition was $15.00 a term and during this entire period the State did nothing for the institution except appoint the members of the board of Curators, *and pay them out of the University funds.*

Although the State assumed the financial obligations of the University in providing for its establishment, little actual support was given during the first fifty years. From the date of the opening of the University until after the Civil War the

(12) In 1839 the Legislature passed two acts dealing with education. The first, the original *Geyer Act*, was passed Feb. 11, 1839, with the following provisions; (a) The institution and support of the University. (b) The management of the Seminary Fund, the outline of the organization and powers of the University. (c) The establishment throughout the State of colleges which were to be articulated with the University and under the visitatorial power of its Curators. (d) General provisions which stated that in the University there was to be no religious discrimination, no employee of the University could be a curator, etc. (*Laws of Missouri*, 1839, p. 1741.)

The second bill was passed ten days later and provided for a complete system of public and common school education. This plan of having the University at the head of the system of education was the Virginian system of University, colleges, academies, and district schools, and was too elaborate to be maintained by so new a state as Missouri. Four years later the bill was amended, Feb. 24, 1843. (*Laws of Missouri*, 1843, p. 148.

(13) Read, *Historical Sketch, University of Missouri*, p. 19.

(14) In the stone was placed a copy of the University charter, a list of the donors of the $117,921.75, the names of the Curators, and United States coins of the period, etc. This stone was removed after the fire of 1892, and is now in the basement of Academic Hall.

(15) Williams, *History of Northeast Missouri*, Vol. 1, p. 254. The difficulties of construction of the building are shown by the fact that the contractor and his workman did not have modern machinery for erecting a building of that size, and were forced to resort to old fashioned methods. "A tripod made of sycamore poles and one rope and one pulley were used to raise the three foot blocks of native limestone that formed the columns. Twenty oxen were attached to the other end of the rope and as the oxen walked out toward the town, slowly but surely the University of Missouri was erected. So well was the work done, that walls of the old buildings had to be blown down with dynamite after the fire of 1892, while some of the walls of the additions of 1885, tumbled down the night of the fire. For nearly 85 years the old columns around which cluster so many memories have stood amid the storm and fire."

(16) Switzler, *History of the University of Missouri*, p. 55.

institution was making a fight for existence. "The neglect of the State, financial embarrassment, legislative interference, sectarian jealousy, and local prejudice were some of the obstacles that confronted the first President, John H. Lathrop, and his successors."[17]

In 1843 the situation became so acute that it seemed certain that the University would have to close its doors. President Lathrop then asked the Board to reduce his salary one-half, and pay him $1,250.00, instead of $2,250.00 annually.[18] The poverty of the University is further shown by the following incident. Prof. Joseph Ficklin was for many years head of the mathematical and astronomical departments of the University. Coming to the University one day, "he found the shutters on the Observatory had a broken hinge, and that there was no money in the treasury to pay for a new one. Prof. Ficklin got a blacksmith to mend the hinge and paid him by allowing him to look through the telescope at the moon."[19]

In the meantime there had been frequent discussion of the advisability of admitting women to the University. President Lathrop early in his administration discussed the question, but no definite action was taken. In a public address published in 1854 President Lathrop outlined his plan for a great University and advocated that the youth of the State be admitted *without distinction* of sex.[20] However, no definite action was taken until President Daniel Read assumed his duties in 1856.

Agitation for the Admission of Women

Early in President Read's administration the question of the education of women was raised, but it was not until 1869 that the opportunity was granted the women of Missouri. The arguments used in advocating such a radical change in the educational policy of the State were that the State had made adequate provision for the education of men and no provision had been made for the women. The result of this policy was that one-half of the population was ignored. The State was not spending a dollar for the education of its women; in fact they were being treated as outcasts as far as educational opportunities were concerned.

Missouri had already made liberal provision for the education of the negro race and failure to provide for the white women was a disgrace to the State.[21] It was realized too that women were largely responsible for the development of the race and that they should be given every opportunity for training which would make them better wives and home-makers.

Another pressing argument was that the opening of the University to women would enable them to be trained for teaching. This was one of the strongest arguments as it was realized that the only hope of improving the schools in the State was

(17) Babb, *Short History of the University of Missouri*, p. 7.

(18) Lowry, *History of the University of Missouri*, p. 20. Missourians have always seemed loath to provide adequate finances for higher education, and this conditions exists today. The most recent survey of the relation between expenditures for higher education and the population of the various states shows Missouri is thirty-second on the list. The population of Missouri based upon the census of 1920 was 3,404,055, and the total amount spent for State higher educational institutions, excluding normal schools for 1919-1920, was $913,297.00 or .27 per capita expenditure. The contrast is shown in the amounts spent in other states, Nevada, $3.12, Iowa, $1.18; Kansas, $1.06; Oklahoma, .87; Illinois, .44; and Arkansas, 14. While Missouri is not the lowest on the list, the above figures deserve the careful consideration of all persons interested in higher education in Missouri, and steps should be taken to provide an adequate amount for the work. From the table quoted in *A Survey of the Educational System of the Philippine Islands*, edited by Paul Monroe, 1925. In this connection attention is called to the high scholastic rating of the University of Missouri—See page 281.

(19) Williams, *History of Northeast Missouri*, Vol. I, p. 257.

(20) Lowry, *Op. Cit.*, p. 28.

(21) See Chapter on *Lincoln University*.

to improve the teachers, and since the majority of the teachers in the schools were women, the State had a direct obligation to provide educational opportunities for the women who cared to fit themselves for their work.

The usual arguments were advanced to show why this daring step should not be taken by the State. Women were still considered physically inferior to men and because of their weak constitutions women were not thought to be able to pursue a straight college course. Many of the courses offered for men (calculus, sciences, etc.) were thought to be too difficult to be mastered by women. It had not yet been demonstrated that women were mentally and physically strong enough to survive a regular college course.

The large number of denominational colleges for women in the State were said to be able to provide for the women who cared to pursue college work. These colleges were thought to be especially fitted for women, as their curricula was said to be arranged so as to "prepare women for their natural sphere," i. e., the home.

Men feared that if women were admitted to the University, the course of study would have to be lowered so that the women could comprehend the work which was offered. Others were positive that the result of coeducation would be that women would become "mannish" and lose their natural charm.

Another and more important reason was the poverty of the University during these early years. It was difficult to keep the University open, as the State had contributed little toward the expenses. If women were to be admitted, provision must be made for them so that they "would be sheltered and taken care of," and the necessary funds were lacking.

The University had managed with great difficulty to keep open until the Civil War. This period resulted in much destruction of University property. Federal troops were quartered in the buildings, which were used as barracks, stables, hospital, and prison. The soldiers killed the trees, burned the President's home, and badly damaged all the buildings, while the valuable books in the Library were either taken or destroyed. The result was that the University had to close regardless of the fact that several members of the faculty attempted to carry on classes teaching without remuneration.[22]

On the reopening of the University after the close of the war the first task of President Read was to make the Legislature realize that State support was necessary if the University was to continue as an educational institution. The Legislature then made its first appropriation for the support of the University, giving $10,000.00 for rebuilding the President's home, repair on other buildings, and a small annual appropriation of the University.[23]

Significant Attitude Toward Women

With finances in such precarious condition it is no wonder that there was hesitancy about undertaking anything in the way of making provisions for women students in the University. However, the demand for trained teachers became so great that in 1869 women were admitted to the Normal Department of the University. Although President Read had urged the admission of women, he did not venture at first to open the actual doors of the University buildings to them. The women were assigned a frame building on a corner of the campus "remote from the beautiful and sacred citadel." One of the first women students wrote of the notable event saying:

(22) Babb, *Short History Missouri University*, p. 9.
(23) Switzler, *History of the University of Missouri*, p. 113; *Laws of Missouri*, 1867, p. 9.

"Columbia herself was considerably stirred. She had in her midst two splendid colleges devoted exclusively to the education of girls. The beautiful secluded environment in which each of the colleges guarded and trained its students accorded perfectly with the ideals of 'Woman's Sphere' in life. It was one of the joys of Columbians, especially the male portion, to see led through the streets on Sunday mornings on their way to the College Churches, the two graceful processions of well-chaperoned maidens peeping shyly from beneath pink or blue beribboned sun bonnets designed to protect them from too rude a gaze of the outside world. Was this dream of fair women now to disappear before a race of 'Blue Stockings' sitting bare-headed in the class room with men and straining their minds upon the same problems the male students were laboring to solve?

"Surely no loyal Columbian at least, would encourage the new departure. When it was rumored that my sister and I, granddaughters of one of the founders of the town, were to be enrolled by our parents at the opening session, I remember that friends of my Mother's from some of the first families of the town came to reason with her and to warn her; and the President of one of the women's colleges, probably thinking that financial reasons alone induced her decision, kindly came and offered her free tuition for her daughters in his college that she might refrain from setting such a bad example in the town.

"Nevertheless, on the fateful day in September when the University bell rang out for the beginning of the first term under the new system, my sister and I were among the small number of girls, most of them from out of town, whose timid feet crossed over the line and began to blaze the trail for higher education for women in the West."[24]

Having admitted women to the Normal Department, the Board, "seeing that the young women did no manner of harm in the Normal Department," took under consideration the question of opening all departments to them. This question "was approached with cautious and doubting steps for it was considered a bold and hazardous step," and in 1872 the Board admitted women to all departments of the University.[25]

This was not done, however, until they had "been kept at the back door a full year, on the scare of some danger. . . . they were then very cautiously admitted to some of the recitations and lectures in the University building itself as supplementary to their regular exercises." It was provided, however, that they were to be marched in good order with at least two teachers, one in front and one in the rear, as guards.[26] Seeing that no harm resulted from this freedom, women were then admitted, in 1872, to additional departments.

While there was an honest desire on the part of the University administration to prepare women for teaching, there was also a strong feeling that for women in general, less taxing, more ornamental training would be beneficial. In one of President Read's addresses he urged the women of Columbia to elect the course in horticulture. His statement is typical of the common attitude toward women and women's sphere in life. He said:

"As the ladies in Missouri have done so much to create a tasts for the culture of fruits and flowers and ornamental grounds, it is but just that the Commonwealth should provide a school where their daughters as well as their sons may perfect themselves in these delightful pursuits . . . . Ladies are therefore invited to

(24) Written for the *Missouri Alumnus* by Mrs. Sarah Gentry Elston, B.S., 1873, M.S., 1876.
(25) *Laws of Missouri*, 1872, p. 168.
(26) Read, *Historical Sketch of the University of Missouri*, p. 41.

partake of the benefits of this horticultural course where everything will be so managed as to awaken and cultivate the most refined and exalted tastes."[27]

Although women were "invited" to attend courses in the University, the authorities were cautious enough to forbid their presence at chapel though attendance was required of all male students. It was arranged that women might attend recitations, lectures, and use the library during the hours when the men were not present.[28]

In discussing the chapel ruling a student of that time said:

"Attendance at Chapel for morning and evening devotions had always been compulsory upon the men students and professors. As our term advanced, it dawned upon the Faculty that their prayers and Bible reading would be helpful to the girls also, so it was decided that we would be permitted to attend. Accordingly we were formed into a line at the Normal building and with Professor Ripley at the head and Mrs. Ripley forming the rear guard we began another advance upward and passed under the great columns and into the august building, not to be seated, however, on the same floor with the men, but given a place in the gallery above. There with becoming modesty we sat with downcast eyes, upon the student body below, while the prayers and scripture lessons went on to the edification of our souls.

"The resourceful Professor Ripley shortly organized us into a choir, and a new feature was added to the Chapel exercises as our suppressed emotions found an outlet in song. Tenors and basses in the audience below trembled to make harmony complete and from one and another there came up a cry to our leader, 'O may I join the choir invisible,' or if not in the poet's exact words, in others just as appealing, for the request was granted and an avenue of intercourse was established which was both pleasing and profitable. Frequent meetings for choir practice were quite necessary for its members and in this way some friendships began between boys and girls which were lasting ones."[29]

Women Honor Students

The catalogue for the year ending in June 1870 contains the names of the first women students in the University. The name of the first woman graduate is listed in the class roll, Miss Lulie Gillette of Hannibal, Mo., who had completed the normal course. The first woman to complete the full University course was Miss Anna Ware of Spring Hill, who received the B.S. degree in 1872 and ranked third in her class. Miss Ware also won the prize in constitutional and international law. The following year Miss Sarah Gentry of Columbia received the same degree and was awarded the Oren Rott prize in history. By this time much of the prejudice against women had disappeared and the Legislature in 1872 passed an act admitting them to the University on equal footing with men[30]

In 1873 Miss Julia Ripley of Columbia was awarded the highest honor of her class, being Valedictorian. Even a London paper of that day contained a notice that the highest Greek prize at the University of Missouri had been awarded to a woman. By this time public opinion in the State was adjusting itself to the new idea of coeducation. Women had finished the same University course that had been outlined for men and had taken the highest prizes offered by the University. Others were doing very creditable work as undergraduates and none of the calamities predicted at the start had come to pass. "Women had not become mannish, they did not break down in health, nor did the University course have to be lowered to accommodate them.

(27) *Ibid.* p. 31.
(28) Switzler, *History of Missouri University*, p. 394.
(29) Sarah Gentry Elston.
(30) *Laws of Missouri*, 1872, p. 168.

The women students were pursuing the same studies as the men and every year since their admission they were awarded prizes and carried off high honors. These awards were not alone in classical subjects, as shown by the award in 1874, of the Agricultural Department prize to Miss Laura A. Johnson, of Columbia. This was awarded for the best oral examination on "Pruning." The following year Miss Ida Hayes of Columbia won the prize for the "Best Recorded Analysis of Plants," and the next year Miss Fannie Provines Field was awarded the $10.00 prize for the best essay on the "Steam Engine." All these examples show that the women in Missouri University were fast proving that women were mentally and physically able to pursue a college course with credit to themselves and to the University.

Adequate Quarters Needed for Women

The administration soon realized that women could not be admitted in large numbers because of the lack of a college home for them. It was felt that such a home must be provided if women were to continue to come to the University. The faculty had previously met the same problem of providing for men and boarding clubs had been established.[31] From the time women had first been admitted to the Normal Department, President Read had been urging that adequate housing provisions be made for them. In his commencement address in June 1870, he again stressed the need of a suitable building for the women who came to enter the University, saying, "What does it avail them to open the doors of the University if no provision is made to receive them? It is the merest delusion and subterfuge, it is worse than mockery. Regents and Curators may say, 'Have we not done all that women and their special advocates have asked; have we not opened the University doors wide enough for women to enter, have we not given them equal privileges?' The proper reply is, 'You have done *nothing* whatsoever, the naked right of admission as you well know, is nothing' None, or next to none (and those only peculiarly situated) can avail them of your magnanimity."[32]

Although President Read was a strong champion of the rights of women, he shows further on in his address that he, like others of his time, doubts the ability of the women to take care of themselves, unless they are protected and sheltered. He asks, "How can women and girls elbow their way among two or three or five hundred young men as the case may be, to chapel or recitation room where they will be received by those spurning the innovation as an infringement upon their prospective rights with shouting and stamping of feet, as has actually occurred in one State University, where they have been admitted? And still worse, how shall they look up boarding-houses and find other conveniences amid the confusion and excitement of the opening session? Special and suitable provision must be made; otherwise the mere right of admission is futile."[33]

While President Read seemed to feel that women should be "protected and sheltered," he recognized the ability of women to secure their rights if they make the attempt. He made an appeal to the women throughout the State to take up the cause of their sex and said that the question of education was even a higher one than suffrage and that the members of the Board of Curators and of the Legislature would be forced to meet the demand of the women. A plea was also made for a better and higher type of education for the women of Missouri. Calling attention to the courses offered in the "most fashionable schools" he said that they "embraced as the sum total of elegant education a little French and dancing, embroidery, filigree daubing with high colored pigments called painting, and so on. Long division was the terror

(31) Read, *Historical Sketch University Missouri*, p. 50.
(32) *Commencement Address*, Pamphlet, p. 6.
(33) *Ibid*, p. 7.

of the girls at the most fashionable school in America (a young ladies' boarding school at Philadelphia) and parents often asked that their daughters should be excused from such profundity of mathematical attainment as useless to women . . . . . Women and not men, revolting at the absurdity and wickedness of educating the immortal mind in the mere accomplishments and frivolities, brought about the great revolution which has placed the education of girls and women in the United States above that of other countries."[34]

It was clearly stated that it was not the desire or purpose of the University to interfere with any of the then existing female colleges but rather to "exercise an elevating influence on all such institutions and to try to raise the general standards of education in Missouri."

At this time the women students could arrange to room with the Principal of the Normal Department. The charge was $3.00 a week, which included "comfortable and spacious rooms, fuel, lights," and board could be secured in the best private families at $3.00 or $4.00 a week."[35] However, the Curators as well as the University Faculty were anxious to have established a college for women and to erect a suitable building for them. Major James S. Rollins came forward as the champion of the cause and had introduced in the Legislature in 1869-70 a bill asking for an appropriation of $50,000.00 to aid in the erection of a dormitory for women.

The bill failed to pass by a few votes, and, although the question of a dormitory for women came up frequently, it was not until 1901, that an appropriation was made which resulted in the building of Read Hall..[36] When the appeal was made to the Legislature in 1870, the Board of Curators said that if this request for a dormitory "was denied, the experiment of admitting female students must be abandoned."[37] In spite of the defeat of the bill a temporary way out of the difficulty was found, but it took four years to discover the way out. In 1874 the Board of Curators set aside the "Hudson Mansion" for the accommodation of women students. "This was a large and elegant mansion retired in situation," and a matron was employed as Superintendent and Manager. The price of board was placed at actual cost. This home was not intended merely as a place to eat and sleep but as stated by the president of the University an "attempt would be made to throw about it those refining and hallowed influences without which there can be no true womanly growth." The capacity of the Mansion was only twenty-two, so that many other women students were forced to continue to board out in town. The result of this division of the women students was that some of them had little social life. In describing this situation Mrs. Sarah Gentry Elston, wrote:

> "Opportunities for social development in the early days at the University were meager indeed compared to the free and easy intercourse of today. What social life there was at that time was conducted with more or less formality. If a man desired to make a call upon one of the girls or to escort her to one of the 'Open Sessions' at the Womens' Colleges or the University, which by the way, furnished at that time the chief entertainment of the town, he wrote her a formal note presenting his compliments and 'soliciting the pleasure'. This was dispatched by a barefooted colored lad who waited leisurely on the door-step of the girl while she penned a like formal reply. Girls in that day did not speak to each other of their 'dates' but the eager question was, 'Did you get a card?'

(34) *Commencement Address*, President Read, (Pamphlet) p. 7.
(35) *Curators' Report*, Missouri University, 1870, p. 36.
(36) *Laws of Missouri*, 1901, p 22.
(37) *Catalogue University of Missouri*, 1872, p. 22.

and our attitude was always one of watchful waiting for the same, whenever a social occasion loomed ahead."

In 1873, the number of women in the University who were taking the full college course was so small that they were allowed to go to the University to recite instead of having instructors sent down to teach them. This is indicative of the fact that the prejudice against coeducation was fast disappearing and the women were welcomed by the professors and were treated with respect by the men students. That the University was interested in offering all possible opportunities to women is shown by the fact that the Curators in 1871 adopted a motion which was made by Major James S. Rollins instructing the President to make the necessary arrangements with the President of Stephens and Christian Colleges so the "Lady Students" in advanced classes might "be admitted on the most favorable terms" to lectures on special scientific subjects in the various departments of the University.[38] This cooperation between the University and the women's colleges led to the advancement of the colleges and proved to be of benefit to the University. These students were admitted on the same terms as were offered to students in the University proper.

The Beginning of State Support

In 1874 another step was taken to add to the comfort of the women who were enrolled in the University. The annual report of the University to the General Assembly under "Improvements of the Year," contains the statement that a "room had been fitted up and furnished in a neat and appropriate style .... as a waiting room for the use of the lady students .... and is not to be passed by in our mention of progress."[39] This was indeed a change worthy of mention as the women were now provided with a comfortable room where they could gather while waiting for their next recitation hour. It also served as a meeting place for the students for social events. In consideration of the poverty of the University in 1875, and the small number of women enrolled, the administration deserves thanks for thus adding to the comfort of the women students.

Lack of financial support continued to hamper the work of the University and President Laws, who took office in 1876, continued to wage the battle for State support. The result was the passage of an act by the Legislature of 1877, whereby the State was committed to the permanent support of the University, not as a part of the public school system but *as a part of the State's System of Eleemosynary Institutions*. From that date to the present the State has made increasingly generous appropriations for the University.[40]

This change on the part of the State was due to four main causes. (1) Public opinion was more unified: the value of the University as an educational institution had been proven. The long campaign to educate the public was beginning to bear fruit.

(2) The number of graduates was becoming more numerous and more influential. After graduation they had returned to their homes in various parts of the State and testified to the good work the University was doing. Their enthusiasm for their Alma Mater resulted in attracting the interest of persons in their own communities who were willing to help the educational program by supporting the University. The parents of students who after graduation had secured good positions were naturally grateful to the University for the training which made the success possible.

(38) Switzler, *History of the University of Missouri*, p. 368.
(39) *Catalogue University of Missouri*, 1875, p. 5.
(40) *Ibid*, p. 7.

(3) The men who were guiding the forces in the legislature were men of tact and wisdom and were able to win over those who had formerly been antagonistic toward the University.

(4) One of the most important reasons for the success in 1877 was that there was in the public mind an increased confidence in the work done at the University. The experimental stage had been passed. It had already been demonstrated that men and women of training had an economic advantage over those who had not had the advantage of a college education. There was also a sense of gratification that now it was possible to educate children without having to send them outside the State. To the parents this had many advantages.[41]

Solving the Problem of Housing Women

After ten years' experience the result of the experiment of admitting women to the University was pronounced as "decidedly favorable." It was now freely granted that the work of education was the legitimate function of the State, and also that the girls had a *right* to educational opportunities which were on a par with those provided for men. The alternative of the State making separate educational provisions for the women was not probable, so that co-education in the State University had to be accepted unless the experiment had shown the attempt to be unwise. Since it had been proved by ten years' trial that co-education was a success, the authorities had to face the question of living quarters for the students. The administration was loath to accept the responsibility and printed the statement in the catalogue that:

> "It is urged on parents in placing their children at the University, sons and daughters, to come with them and arrange with private families for suitable domestic oversight and care. It is believed to be a great misfortune for the youth of either sex to be isolated from proper domestic supervision whilst in a course of education. May not reliance be placed on private families to provide accommodation for the students equal to the growing demands of the University? The whole community thereby becomes the University community and all prosper together."

This appeal to the townspeople to open their homes to the University students was of mutual benefit to the citizens and the students; real friendships were formed and many students testified to the benefits of this family arrangement.

Rules and Regulations

From year to year the University catalogue contained a list of the rules governing the students. After the admission of women there were no special rules listed which would apply primarily to women. It is assumed that while these were clearly meant to apply to the men, the women were expected to observe at least certain rules on the list.[42]

These included the prompt attendance at all recitations, the faithful observance of study hours, attendance at church on Sunday, being quiet, industrious and orderly, and observing the rules of the recitation room by abstaining from whispering or other communication.

Standardization of Dress

Eight years after the admission of women to the University (1877), the administration went on record as favoring uniform dress for all the women enrolled. The uniform "recommended" was a "black suit of alpaca or cashmere consisting of a skirt short enough to walk in, a polonaise and hat, with white collar at the neck and

(41) Lowry, *History of the University of Missouri*, p. 57.
(42) *Catalogue, University of Missouri*, 1876, p. 121.

a cardinal necktie, a long cloth coat to be worn in winter, and a water proof cloak for rainy weather .... thick walking shoes, rubber overshoes, and an umbrella." This uniform was recommended so that those who belonged to the University might be distinguished from all others and "all being dressed alike criticism and extravagance are disarmed, and economy is consulted as well as books."[43]

In 1880 the uniform *was required* of all "ladies attending the University" and it was stipulated that for summer wear a white muslin sack could be substituted for the black waist or basque. The style of the hat was to be recommended at the opening of the term and "in order to secure perfect uniformity the order for all hats required would be given to the Lady Principal and one order being given for all, the cost would be greatly diminished."[44]

In 1886 the uniform was modified and included a walking suit of black woolen goods with trimmings of the same color, the shape and material of the hat to be determined by the wearer, but the color and trimmings *must* be black. "The trimmings must be characterized by simplicity and all flowers, feathers and ornaments are excluded from the uniform hat." It has been shown in the discussion of the Denominational Colleges that uniforms were required of their students. The University was simply complying with a custom of the times insisting on the adoption of a uniform by the University women.[45]

In 1889 a rule was passed that ten demerits a day would be given those students who did not comply with the ruling and wear the uniform. A total of 100 demerits resulted in the expulsion of the student. This indicates that there was opposition on the part of the women to wearing the uniform. However, it was insisted upon only until 1893, when it was discontinued.

Self Government

As early as 1877 the agitation for self-government had reached Missouri University. That the administration was not in sympathy with any such innovation is shown by an extract from President Laws' inaugural address. This leaves no doubt as to his attitude toward self government.:

> "By law the government and control of this University are lodged in a Board of Curators. In the Curators is lodged the exercise of government, and discipline in the Faculty .... There is no appeal by students from the government or discipline of the Faculty ..... *The authority of government in a school is not derived from the pupils nor is it dependent on them in any sense whatever* .... The only alternative to a pupil in school is to obey or leave willingly or by constraint. Any other theory works its own inevitable destruction. Take the popular and utterly fallacious and pernicious alternative that young gentlemen in an institution of learning are to be thrown upon and guided by a sense of honor. The question at once arises 'Whose sense of honor?' Is each student to be a law to himself? .... Most flagrant misbehavior not infrequently has the sanction of the guilty party's sense of honor .... To recognize the children as a source of power or the governing authority in the family would destroy the household. Any other view tends to breed anarchy and lawlessness; and that, too, not only in school days but in the after life of the pupils as citizens .... A student is not entitled to the benefits nor to any of the honors of an institution of learning except upon the condition of loyal compliance with all its requirements."[46]

(43) *Ibid*, 1877, p. 157.
(44) *Ibid*, 1880, p. 59.
(45) 1886, p. 121.
(46) *President's Address, Catalogue, University of Missouri*, 1877, p. 154.

However, in the case of the women students there was an attempt to install a *modified* honor system. It was stated that "the regulations adopted were addressed to the *honor* and personal responsibility of the pupil and to this principle of government the young ladies heartily responded."[47]

Although this discussion took place so many years ago, it was not until 1909 that real self-government was inaugurated. Such a system must be the result of growth in order to be a success. The first Woman's Self Government Association was not formed until 1914.[48] This organization in cooperation with the Pan Hellenic Association and the men's organization (Student Senate) are vital elements in the student life of the University. The cooperation of these organizations has helped to develop a better spirit and understanding among the students and also between the students and the University authorities.[49]

The Ladies' Department

Until 1880 there was no attempt to provide any special courses for women. Those who entered the University selected the same subjects as those pursued by the men. The question of health was responsible for the inauguration of the first work which was strictly for women. This was followed by the establishment of the Ladies' Department. After due consideration of the problem, the administration and faculty decided that the "physical degeneracy of the American woman was largely attributable to her inactivity." The President then issued an order that he "deemed it necessary to require all the young ladies to engage in calisthenic exercises unless they presented some reason which would justify exemption. He said that during the past year thirty young women had engaged in "these exhilarating exercises and, under the delightful stimulus of music, nerve and muscle had been strengthened and the brain rested and energized for its work."[50]

This was the age when Delsarte and Calisthenic exercises were very popular and the work was included in nearly all of the colleges for women in the State, so there was naturally created a demand for the work in the University. At the same time the agitation for funds for a gymnasium for women and a conservatory for music as well as a dormitory was being pushed. It was not until 1923 that the gymnasium was a reality although in the meantime a room in Jesse Hall had been set aside for installation of the new Department of Fine Arts.

During the second semester of 1880 a committee of the faculty had been appointed to study the question and arrange a Ladies' Course, which would give them time to start the new work in the fall. The course as agreed on was said by the committee to be equivalent of any one of the other academic courses yet was "identical with none." In this way it was "intended to escape the fallacy of *confounding co-education with identical education*." The subjects were selected from the various academic courses and additional work was added "by studies peculiarly adapted to the culture of women." The committee went on record as believing that "women are able physically as well as intellectually to meet the highest demands of any regulated University. It is deemed advisable that the Ladies' course be coordinated in rank with the other academic courses and take its place by them in the Synchronistic Table. Since the course was on a par with other University courses, the degree of A. D. B. (artium Domesticarum Baccalaurea) was conferred upon those who completed the entire course. No substitutions of subjects were allowed if the

(47) *Ibid*, 1880, p. 38.

(48) Babb, *Short History of the University of Missouri*, p. 16.

(49) The student Senate was formed in 1909; by 1911 the plan had developed so that the student body held the first regular election for officers and members of the Senate.

(50) *Catalogue University of Missouri*, 1880, p. 59.

student was a candidate for the degree. Graduates in this course were to "have all the privileges and immunities" extended to the graduates in other academic courses.[51]

The Ladies' course was optional, but it was thought that it would prove to be more popular with women than any other academic course of study. The outline of subjects shows that in reality there were few courses which were strictly for women. The English included literary criticism, Rhetoric, Anglo-Saxon, English literature, and review of English grammar. In languages Latin, Greek, French, German, and Italian were included, while in science the courses were geology, zoology, botany, physical geography, physics, chemistry, astronomy, geography, and mineralogy. In mathematic plane and spherical trigonometry, algebra, solid geometry, arithmetic, and bookkeeping were offered. History included economics, natural history, political economy, Greek life, United States Constitutional history and political science, United States and English history, ancient and oriental, and Semitic literature. Under philosophy were included ethics, logic, natural theology, psychology, and metaphysics. Other studies were music, art, domestic chemistry and household economy, floriculture, elocution, kindergarten, landscape gardening and horticulture, and calisthenics.[52]

From the number of courses included it is evident that many of them were studied only one term. While music was included in the required subjects, the University maintained no music department. The students, however, were able to secure the training in town classes or at Stephens or Christian College. Music was required, as it seemed more evident each year that "Lady teachers ..... should have a knowledge of both vocal and instrumental music." This was due to the increasing demand from school boards for teachers who could qualify in music."[53]

Physical education for women continued to be emphasized by the University and from 1886-1888, a new feature in exercise was required. The women who did not live on the University campus "got a considerable amount" of exercise in walking to and from classes. By the use of overshoes, waterproofs, and umbrellas there was freedom from liability to harm from exposure." In addition to this exercise the women were given a military gymnastic drill by the Professor of Military Science and Tactics who was a West Point graduate and an officer in the regular army. "This drill for the young lady cadets was substantially that for young men" and after two years experience it was felt that such a "style" of gymnastics secured results which could not be reached by calisthenics alone. It was said to "give erectness of person, gracefulness of carriage, development of lung power, strength of the chest and locomotive muscles, and altogether tended to health, and beauty of form and motion. The light musket that is handled in giving precision to some of the movements only taxes the muscles gently as would light gymnastic weights or clubs, or bells." In this drill the women were required to take exercise without corsets. "Otherwise, from the efforts of the muscles and organs under compression and restraint harm instead of benefits would result." These exercises of the young women were private, and it was said that friends of the young women without knowing the explanation had remarked on the physical improvement resulting from the drill.[54] It is worthy of note that the young army officer referred to was Lieut. Enoch. H. Crowder, LL.B., who was detailed from the Regular Army and was Professor of Military Science and Tactics in the University from 1886-1890.

(51) *Ibid.*

(52) *Ibid*, p. 127.

(53) *Ibid*, 1886, p. 84 Contrast this course of study with the proposed curriculum for women in Chapter XVII.

(54) *Ibid*, 1886. p. 83. This was discontinued in 1886.

In spite of the fact that the Ladies' Course was expected to be the most popular course for women in the University, only seven women graduated and received the degree. The course was continued only until 1891 when it was dropped. The reasons given for the change were that the old objection to co-education could no longer be urged and that in the University it was "conceded that the class record of the women was quite equal if not superior to that of young men." This shows that at the time the course was arranged that there was not a conviction that women were equally able to pursue the same course of study as the men. Now that this fact had been demonstrated and women had continued to take some of the highest prizes and award the University authorities recognized their ability and were willing to admit it and discontinue the special course for women.

It is interesting to note that while this course of study was arranged for women, no distinctive curriculum was really organized for them. The subjects were simply selected from the various courses being offered and no attempt was made to organize a course of study which would prepare women for their normal function in life, that is, to be better home-makers and better citizens in the broadest sense of the term. It was not until 1898 that another special course was offered for women and this was the provision for a "Chair in Home Economics" which is now organized as a department and has a large number of women enrolled for the full course.

Antecedents of the Office of a Dean of Women—Lady Principal

In 1879 it was decided by the Board of Curators that a woman should be appointed who would have charge of the welfare of the women students who were enrolled in the University. Mrs. Carr was appointed at a salary of $400.00 a year, and served until 1887. Others followed Mrs. Carr, and these women had the title of "Matron," "Hostess," or "Lady Principal." In 1895 the salary was increaed to $600.00 and the duties of the Matron were defined by the Board of Curators as follows: "She is to have care and oversight of the lady students. She has charge of the ladies' waiting rooms and all rooms assigned for their benefit other than recitation rooms. During the recitation hours it is her duty to remain in the waiting rooms unless special duty calls her elsewhere. She receives young ladies there and sees that the rooms are kept orderly and comfortable. It is her duty to look after the *health* of the young ladies; their *manners* and *deportment;* to advise with them privately; to admonish any who may need it and to look after the welfare of young ladies so as to secure them high success in every respect. It is her duty to do any other thing assigned her by the Board of Curators in connection with the leading idea of her employment, *viz.*, the superintending of the young ladies. The intention is that as long as they are in attendance upon the University she shall have supervision over the young ladies not only in the rooms and on the campus but at all times and at all places. She is required to devote to her duties seven hours per day, five days in the week during the session."[55]

This was really a position of great responsibility as the rules of the University provided that the women were expected to be in the waiting rooms from nine a. m. to four p. m. unless they were in classes, at the Library, or in their homes."[56] In order to fill satisfactorily the position, a woman of culture and refinement was required.

It soon became evident that the facilities provided for the women in their quarters at the University were inadequate. The Curators made an appeal for a larger appropriation from the 42nd Assembly which met in 1903. Their statement

(55) *Report of the University to the 38th General Assembly* (Pamphlet), p. 9.
(56) *Catalogue University of Missouri*, 1893, p. 77.

of facts said that the percentage of women was constantly increasing as compared with that of men and that better provision must be made for them. The report continues: "They have now one bath tub and four needle showers for all the women. When one wants a bath, she has to give notice of the fact and register the day and hour with the janitress some time ahead. With four showers it is impossible for a large number of women after a class exercise in the Gymnasium[57] to bathe without loss of time."[58] At this time there were 250 women and provision was made for adding more tubs, and showers, lockers, etc. While the facilities were inadequate at that time, there was no real relief until the completion of the new Gymnasium in 1924.

In the meantime Read Hall had been opened in 1903 and was named after President Read under whom women first were admitted to the University. The cost of the building was $35,000.00 and it had a capacity for about forty boarders.[59] The year before, the Curators had said that the Hall could not be opened until it could be placed in charge of a Dean or Adviser of Women. The Board recognized the fact that this woman must have an "elaborate education, kind heart, and refined manners," that it would be unfortunate to put the girls in charge of a woman who was not thoroughly in sympathy with higher education and who had not herself enjoyed the best University training. The Board felt that the woman selected must have a "heart as large as her head," must have knowledge of the world and of social conditions and must be fitted for leadership. Finally the Board passed a resolution which stated the qualifications they would require for the place of adviser of Women:[60]

1. She must have the Ph.D. degree or its equivalent from a College or University of unquestionable rank.
2. Her age must be between 30-40 and certainly nor far away from either extreme.
3. She must be a Christian woman of goodness of heart in a striking degree.
4. She must have social polish and a knowledge of social conditions as prevailing over the country and not only in some section.
5. She must have a husband and children.

The person selected was to have a supervision over Read Hall as well as to act as Adviser of Women. It was hoped that she would be able to make Read Hall a center of life for the women of the University. The Board realized that they would have "*to pay a good* salary" to secure the right kind of person and the sum agreed on as being sufficient was $1,350.00 and living in the Hall. A Matron was to have charge of the housekeeping and servants in Read Hall, and it was clear that these two salaries could not be expected to come from the income of the Hall as the object of the building was to provide a home for the worthy young women at a minimum cost to them.[61]

It evidently did not occur to the members of the Board of Curators that it would be practically impossible to find a person who filled *all* the requirements. Women between the ages of 30-40, having a husband and children and meeting the *educational* and social requirements were not interested in the position.

Miss Mary E. Lewis was the woman who was finally selected for the position of Adviser of Women and Head of Read Hall. While she did not meet all of the above requirements, she was well fitted for the place. Her salary was $1,200.00 and living

(57) A room adjoining the Waiting Room had been fitted up as a gymnasium for women.
(58) *Biennial Report of Board of Curators*, 1903, p. 6.
(59) *Laws of Missouri*, 1901, p. 22.
(60) *Minutes of the Board of Curators*, reported in Switzler's *History of the University of Missouri*, p. 1249
(61) *Minutes of Board of Curators*, 1903, p. 11.

which was considered a good salary at that time.[62] The opening of Read Hall meant that the social life of the University women was enlarged and more women students began to take an active part in student activities. Other women followed Miss Lewis and held the same title.

Present Problems of Standardization and Control

In 1903 there were 253 women enrolled in the University and the opening of Read Hall made it evident that some definite set of rules must be formulated to pertain to all University women whether living in boarding houses or in private homes. The Board of Curators at their meeting on April 24, 1903, adopted the rules which had been proposed by the Adviser of Women. They were very similar to those which are still in force. It was provided that the Adviser of Women should keep an alphabetical list of all women students, giving the place where each roomed and boarded. Women were not permitted to change their boarding houses without the permission of the Adviser of Women, neither were they to be allowed to room in the same house with men students. A house which accepted women as roomers must provide a general living room for the use of the students. Clubs or sororities for women must be presided over by a Matron approved by the Adviser of Women.[63]

All of the above rules are now enforced and in addition an effort is made by Mrs. Margaret Chamberlain, Assistant Dean of Women, to inspect the houses where women students live. The result of the system of inspection has been that there is a better understanding between the University authorities and the women who are renting rooms to students and a better spirit of cooperation has been established. Better quarters have been provided for the women students as the University will not permit students to room in houses which are not on the approved list.[64]

A present need is for a woman who would give full time to student organizations. Since Missouri University does not have class deans, one of the biggest problems is the non-social girl. Under existing conditions some students have too much social life, whereas others, the majority, have too little. The situation is particularly acute at present as the three term plan which was in force until 1925 broke up the class organizations which formerly provided *some* social life for many of the University women.[65]

Since about 450 women are members of sororities, nearly 1,000 women are thus left with limited means of social diversion.

Miss Eva Johnston became adviser of Women in 1912 and was the first woman in Missouri University faculty to hold the title of Dean, being made Dean of Women in 1922. On her resignation in 1923, she was succeeded by Mrs. Bessie Leach Priddy. The position of Dean of Women is one of the most difficult positions in any educational institution. In the University of Missouri because of lack of funds the work is very much hampered. The Dean is forced to spend entirely too much time and effort on details which could well be delegated to an assistant. A capable person should be provided who would give her full time to the housing situation. This would enable the administration to make more frequent and more complete inspection and would result in better housing conditions for the University women. This is a vital need inasmuch as the University maintains only one dormitory for women, Read Hall, which has a capacity of forty girls. Since there are nearly 2,000 University women

(62) *Ibid*, p. 283.
(63) Switzler, *History of the University of Missouri*, p. 1286.
(64) Facts given by Dean Bessie Priddy to the author.
(65) *Ibid*.

to be provided for, it is not possible under present conditions for the University to provide the proper supervision over the women who are compelled to live in boarding houses.

Antecedents of the Junior College Movement

In 1890 Dr. Richard Henry Jesse became President of the University. His administration has been called the period of struggle of the University for position. During these years the University became recognized as the head of the public school system of the State. This recognition meant that the University was entitled to support from the common school funds and was no longer merely an "eleemosynary" institution of the State.[66]

To Dr. Jesse is also due praise for his efforts to stimulate the high schools of the State. Dr. Jesse believed that education in the State was one system, with the University resting on the high school and academy as a foundation, and they in turn on the primary school. Therefore the work of the President and Curators of the University was not confined solely to the University. The previous year a faculty committee had been appointed to devise a plan for the articulation of the high school with the University. The work was pushed by the new administration and a plan worked out whereby the high school and academies that conformed their curricula to the required course and whose work was the equivalent in kind and amount to the instruction given at the University and who could satisfy the University faculty of that fact, might enroll their students in the University as Freshmen without examination. All high schools and academies were urged to send their names in to the committee, if they cared to cooperate.[67]

In September, 1894, the office of Examiners of Schools was created by the Board of Curators and J. H. Coons was appointed to the office. The rating allowed to the various schools was determined by the report of the Examiner.[68] This program has resulted in incalculable value to education in Missouri and was the beginning of the movement for accrediting. The value of the work is nowhere more evident than in the academies and colleges for women. The so-called ornamental education for women has been replaced by solid educational work which is the equivalent of the work done in the University. Standards have been raised and better salaries have been paid with the result that better equipped teachers have been secured. This work of standardization finally resulted in the Junior College Movement.

By this time the number of women in the University had increased to nearly four hundred. October 21, 1901, was a great and notable day in the history of the University. It was an important date for two reasons. *First*, for the first time in the history of the institution the number of students who matriculated during the year reached the "highwater mark" of one thousand. *Second*, the one thousandth student to enroll was a woman (Miss Pearl Westlake of Columbia.) As soon as it was announced, the event was signalized by the firing of the cannon on the campus.[69] Who would have thought then that by 1914, the number of women enrolled in the University would exceed 1,000?

The First May Fete

In May 1903, the University women celebrated their first May Day. A report in one of the local papers says:

(66) *The Inaugural Address of President Hill*, 1908, p. 42.
(67) Switzler, *History of the University of Missouri*, p. 904.
(68) *Ibid*, p. 1049. (J. D. Elliff has been Examiner since 1904.)
(69) Switzler, *History of the University of Missouri*, p. 1282.

"One of the most unique entertainments of the year was organized by the Senior girls last week. President Jesse declared a half holiday Friday afternoon for the co-eds. They, together with wives of the members of the faculty, assembled about two o'clock on the golf links, where an entertaining program was carried out by the various classes. First of all a jolly dance was held round the May pole by about 25 girls led by Miss McCune. Games and foot-races followed in which Mrs. J. C. Jones was successful in capturing the prize from her less fleet competitors. The Seniors gave 'Young Lochinvar' in very attractive costumes. The Juniors produced "La Mere Michel et Son Chat'. The Specials presented a scene from 'Bleak House.' The Sophomores gave the slave scene from 'The Crisis.' But the Freshmen made the greatest hit with cuttings from Vergil's Aeneid, 'The Destruction of Troy,' 'Building of Carthage' and 'The Funeral Scene.' They received hearty applause and gave as an encore 'The War Must Go On.' After the conclusion of the programme Miss Maud Barnes was crowned May Queen."[70]

This May "Pole" Dance was really held around a large walnut tree on the golf links. Shortly afterward it was struck by lightning and it was said (by men who were not admitted to the fete) that it became so prominent by the celebration that the lightning could not miss it.[71]

This custom of celebrating May Day has been continued till the present and the affair is one of the most elaborate given by University women. One advantage in continuing the custom is the fact that an effort is made to have every woman in the University take part in the celebration. This meeting together for planning and rehearsals has done much to bring about cordial relations between all the women in the University. It is really the one time during the year when all women enrolled actively participate in the same event.

The Fire in 1892

In 1892 the University suffered the greatest loss in its history. On January 9, the main building burned, and practically all its contents, laboratory apparatus, valuable paintings, and other works of art, geological and zoological collections were lost. The loss was valued at a quarter of a million dollars and was only half covered by insurance. Although Dr. Jesse had been President only a year, he met the crisis, and there was no suspension of regular work. Classes met as usual and the students rallied to the support of the President. Governor David R. Francis at once called a special session of the Legislature and urged the students to remain at Columbia and continue their work. At this time there developed an agitation for the removal of the University from Columbia. Other towns were bidding for the location, but the people of Boone County raised $50,000.00 to build a larger and better University. Thus began the era of the University's greatest growth and expansion which has continued till the present. This growth is all the more remarkable because of the fact that there were so many competing colleges in Missouri. The list showed sixty-seven colleges, sixteen medical schools, and two law schools which conferred the same degrees as the University.[72] The fire had a vital effect on the progress of education of the women. Because of the shortage of funds and the necessity for rebuilding at once, the measures which had been urged for the expansion of the Women's Department had to be delayed. It was no longer a question as to whether the women should have a dormitory provided for them. The paramount question was that the University

(70) *Ibid*, p. 1213.
(71) Told to the author by Mr. C. B. Rollins, Columbia, Mo.
(72) Babb, *A Short History of the University of Missouri*, p. 13.

must continue its work and the necessary educational building be provided at once. The women had been getting along under existing conditions and they could continue to do so. The result of this was that the women's dormitory was not built until 1903.

STUDENT ORGANIZATIONS

(1) Literary Societies.

The first organizations for women in the University were Literary Societies. For a number of years the men had had similar organizations which created a great deal of interest among the students and Columbians. Regular meetings were held and the debates and contests aroused a great deal of rivalry. Many of these orations were given in Latin which shows the general interest in and familiarity with the classics. It was therefore natural that the women should form such organizations.

In 1877 the "Jean Ingelow Society", and the "Anna Laws Society" were holding weekly meetings. As the number of women in the University increased, other societies were organized—the "Philalethean" in 1879, and the "Thalian" in 1892.[73]

In addition to weekly meetings these societies gave annual exhibitions, at which the programs included essays and recitations. Many of the orations were given in Latin and there is no question as to the educational value of such organizations. The fact that the annual exhibitions were open to the public insured adequate preparation before appearing.

Inasmuch as there was only one available room for these meetings "and for other reasons looking to the highest and best interests of the young women," it was deemed advisable in the judgment of the Faculty to recommend a consolidation of the two Literary Societies. This recommendation was made and adopted during the second semester of 1879, and after that there was but one Literary Society—the "Philalethean."[74]

The organization was continued for several years. The room which had been available was "vacant and bare" and by special benefits the women raised the money to buy a table, carpet, looking-glass, and chairs."[75]

In 1895 (May 20) the first Lady's Shakespearean Contest occured at the "Opera House". It was under the personal direction of Prof. W. M. Heathcote, (not connected with the University of Missouri) who had trained several of the contestants. The University Mandolin and Banjo Clubs and the Columbia Male Quartette furnished the music. Two prizes had been subscribed by Columbia citizens a first prize of $35.00 and a second prize of $20.00. The first was awarded to Miss Ruby Westlake of Boone County, and the second prize to Miss Jennie Adams of Shelby County. The former played the part of Juliet, and the latter that of Marie Stuart. The following scenes were given:[76]

Scenes from Merchant of Venice	Romeo and Juliet
Murder Scene from Macbeth	Ingomar
Twixt Ace and Crown	King John

With the growth of sororities interest in the Literary Societies died.

(2) Social Soroities and Honor Organizations.

The first secret society formed by the University women was the "G. C. L. S." The girls wore ribbon badges with the letters "G. C. L. S." The primary object was

(73) *Catalogue, University of Missouri*, 1878 p. 124.
(74) *Ibid*, 1880, p. 59.
(75) *University Missourian*, (a daily newspaper) June 2, 1914, p. 10.
(76) Switzler, *History of the University of Missouri*, p. 1065

to arouse the curiosity of the Professors and classmates, and the attempt was very successful. The "G.C.L.S." girls were the talk of the University and all the letters stood for was, the "Goose Creek Laughing Society."[77]

Greek letter sororities were first introduced in Missouri University in 1869. The early character of the first few chapters was largely that of a literary organization. In later years after the establishment of additional chapters the activities became largely social. The first sorority for women which was established in Missouri University was, Kappa Kappa Gamma which was installed in 1875, and the second was Pi Beta Phi in 1899. Since then the number has grown to include fourteen chapters.[78]

No adequate study has been made of the relative scholastic standing of the sorority women as compared with the non-sorority women. However, it is significant that of the total number of 106 women whose names appeared on the "Honor List" for 1924-25, 34 were sorority women.[79]

A careful and detailed study should be made of the records of the members of sororities so that a fair basis of comparison may be secured.

In Missouri University the two outstanding problems as far as the social life of the University women is concerned are:

1. The provision of social activities for the non-sorority girl. Just how this might be done is a difficult problem, for the women are now over-organized with the result that many of them are not able really to contribute anything toward the success of the organizations of which they are now members.

2. The closer regulation of the social life of the sorority women. There is no question but that the women themselves would vastly prefer not to have the super-

(77) *The University Missourian*, June 3, 1914, p. 10

(78) Switzler, *History of the University of Missouri*, p. 1358. The following sororities maintain chapters at the University of Missouri:

Name	*Date of Founding Mo. Chapter*	*No. Members* 1925-26
Kappa Kappa Gamma	1875	41
Pi Beta Phi	1899	42
Kappa Alpha Theta	1909	31
Delta Gamma	1909	38
Alpha Phi	1910	32
Phi Mu	1913	29
Chi Omega	1913	41
Alpha Delta Pi	1915	31
Delta Delta Delta	1915	36
Gamma Phi Beta	1921	30
Theta Phi Alpha	1921	16
Alpha Gamma Delta	1922	25
Alpha Chi Omega	1922	31
Zeta Tau Alpha	1924	24
		447

List compiled from the records in the *Savitar*, 1926.

Other honorary and professional organizations, include chapters of *Theta Sigma Phi* (Journalism Women) organized in Missouri 1911; *Phi Delta Nu*, (Professional Advertising Sorority, 1916), *Women's Journalism Club*, *Pi Delta Nu* for Women in Chemistry, 1921; *Pi Lambda Theta* for women in Education; *Alpha Zeta Pi*, Romance Languages, co-educational, 1922; *Agricola*, *Professional Agricultural Sorority*, 1918; *Mortar Board*, 1919; *S.L.V.*, 1903; *Sigma Delta Pi*, *Alpha Pi Zeta*, social sciences, co-educational; *Spanish Club*, 1921; and *Zeta Sigma*, Honorary Inter-Fraternity, 1918.

In addition to the above organizations the women have a Self-Government Association which was organized in 1914, and which has the responsibility of making the executive rules of the University Women. A chapter of the Y. W. C. A. has done active work for a number of years. The Women's Athletic Association is the governing body of that department. Miss Burrall of Stephens College has a "Leadership Class" of University men and one of women.

(79) A grand total of 288 names are listed on the official roster. Of these 126 are men.

vision provided; but conditions undoubtedly would be improved if it were possible to have some one in authority who had more than advisory powers.

The first problem is undoubtedly the more difficult because of the fact that as soon as leaders develop in this group, they are then taken into some sorority with the result that capable leadership of the non-sorority group is usually lacking.

While conditions in the University of Missouri are still not finally regulated to the satisfaction of the administration, it is nevertheless true that conditions have improved. The University of Missouri is merely dealing with one of the vital administration problems which every educational institution that admits women is facing. While conditions here are far from perfect the Dean is able to report that progress is being made.

(3.) Phi Beta Kappa.

A chapter of the honorary society of Phi Beta Kappa was installed at the University in 1901. The charter members who were responsible for taking the initiative in securing the charter were twelve men and Mrs. C. A. Ellwood. Three classes of members—Honorary, Alumni, and "In Course"—have been elected. Twenty-six Honorary members, twenty-five men and one woman, have been elected. The woman who received this distinction was Mrs. Agnes Baxter Hill (deceased) of Columbia.

A total of 147 Alumni members have been chosen, 114 of whom were men and 33 women; while the election of 383 members "In Course" shows 172 men and 210 women. These figures include the elections of 1925 when 16 women and 9 men received the recognition of attainment. That the percentage of women elected is increasing is shown by the fact that from 1902-1910 the elections included 43 men and 38 women, while from 1910-1925 the ratio was 129 men and 163 women. Since the number of women enrolled is only a fraction of the number of men, the increase in the number of women elected to Phi Beta Kappa is all the more interesting.[80]

(4.) Women's Pan-Hellenic Association.

This organization includes representatives from the various social sororities. The purpose is to work "together for the good of the University and to co-operate for the benefit of the fraternity women."

The co-operation which has thus been secured has resulted in a benefit to the University and to the women themselves. Mutual understanding and a better spirit of co-operation has been secured. Such a body of young women who are leaders in the University life have the power to determine the spirit among the women students. If the Pan-Hellenic Association announces that certain rules are to be kept, the rules are usually accepted and upheld by the women students. Such an organized group may become an even greater power on the campus.

Present Educational Standing of the University

In 1911 because of ill health Dr. Jesse resigned and was succeeded by Dr. A. Ross Hill, who served as President until 1923. Perhaps the outstanding development of President Hill's regime was the formal organization of the Junior College Union with its resulting benefits to the education of women. Dr. Hill also did much to continue to raise the standards of work required, with the result that the University of Missouri has a high scholastic rank. Missouri University was accepted by the American Association of Universities before neighboring Universities were recognized. The Carnegie Fund placed Missouri on its list while Universities in surrounding States failed to be recognized at that time. (Dr. Jesse was the first College President to retire on a pension provided by that fund). In 1914 the Association of American

(80) *Phi Beta Kappa General Catalogue*, 1922, p. 423, 871. Recent figures furnished by the secretary of the local chapter.

Medical Colleges graded Missouri University as "A plus" and at that time no other medical school from Columbia to San Francisco was so ranked.[81]

Dr. Stratton Brooks has taken up the work and the University is continuing its work of making higher education available to all who desire it.

Present Curriculum

The present curriculum of the University as measured by the suggested course of study in Chapter XVII does not meet the needs of women today. Although Missouri University was one of the first large universities to admit women to all departments, few distinctive courses are now offered for women. An excellent course in home economics is provided for those young women who care to specialize in this field, but none of these courses are required of all university women.

Elective work is also offered in education for those who care to prepare for teaching. The recently established School of Fine Arts is also of interest to women. The writer looks forward to the time when certain distinctive courses will be required of all women who enroll in any of the departments of the University. If the preparation of young women for parenthood and for citizenship in the broadest sense is the new social ideal, the curriculum of Missouri University should include the distinctive courses necessary to accomplish this ideal.

The Establishment of the Rolla School of Mines and Metallurgy

In 1870 a School of Mines and Metallurgy was established at Rolla, Missouri.[82] While this division of the University is essentially for men, women are admitted to classes. For years the young women of Rolla have enrolled in mathematics, science, etc., but no special courses for women are included in the curriculum. The present student body includes 20 women.

A total of 397 women has been enrolled from 1870 to 1926.[83] Of these, five have graduated, receiving the B. S. degree in General Sciences, one the B. S. degree in ChemicalEngineering, and one the M. S. in Chemical Engineering. One woman will be graduated in the class of 1926. The small proportion of women graduates is indicated by the fact that 1025 men have been awarded degrees.

School of Nursing

The School of Nursing of the University of Missouri was organized in 1901 with a three-year course of training for women who desired to become professional nurses.[84]

Candidates if approved were received on probation for three months. They were not permitted formally to join the school until the end of the third month. If at that time they were accepted, they were required to sign an agreement to complete the prescribed course of three years, and to conform to all rules. The right was reserved to "terminate at any time the connection of the student with the School for inefficiency, misconduct, a generally unsatisfactory record, or for any other reason which might be deemed sufficient by the Hospital Authorities."[85]

In addition to board, lodging, and laundry, students were allowed $8.00 a month to meet the expenses incidental to the training. In sickness the students were cared for, but the time lost was required to be made up and money might be deducted

(81) *Report of the Board of Curators*, 1914, p. 10.
(82) *Catalogue University of Missouri*, 1926, p. 190.
(83) Data secured from the Registrar
(84) *Catalogue University of Missouri*, 1902, p. 122.
(85) *Ibid*, p. 123.

from their allowances.[86] The final examination for the Diploma was held by the members of the Medical and Surgical staff.[87]

In 1913 the plan of instruction was changed. Students did not reside in the hospital but engaged room and board in houses approved by the Training School. A registration fee of $5.00 was charged.[88]

The requirements for admission specified that candidates must be graduates of a grammar school.[89]

In 1920 a complete reorganization took place and the course of training was placed on a three and a five year basis. Students on entering were also regularly enrolled in the College of Arts and Science. The course in nursing covered three years and by adhering to the outlined curriculum it was possible to secure a certificate in Nursing and the Bachelor of Arts degree in five years.[90]

The early records are very incomplete but it is estimated that 149 women have been in training. Of these 54 have graduated.[91] The class of 1925 included five women. This year for the first time both the Certificate and the Bachelor of Arts degree will be conferred. The candidate for graduation is Miss Helen Nahm of Augusta, Missouri, who will have the honor of being the first woman to receive the certificate and the degree.

It is rather interesting that until 1914 the names of the staff were listed in the University catalogues under the title of "Hospital Staff". In 1914 the name of Miss Frances Shouse, Principal of Training School, was listed for the first time as a member of the University Faculty. Now all the names of the staff are included in the regular faculty lists. The present teaching staff includes 5 men and 3 women.

University Extension Department

The University of Missouri has not been content with merely training the students who have come to Columbia and to Rolla. As soon as the funds justified the expenditure, an Extension Department was organized the purpose of which was to "Take the University to the people in the State, who were unable to attend the regular sessions." This early work was extension and not correspondence work. It is hoped to bring the means of education within the reach of every citizen in the State. Extension lectures and teaching were carried on many years before the department was formally created by the Board of Curators in 1910.[92]

In 1913 Chas. H. Williams became the Director and still fills the position. At that time there were thirty students taking correspondence courses. The work was enlarged to include subjects of college grade, and provision has been made that such completed work may be counted toward the A. B. or B. S. degrees. The maximum number of hours which might be completed during the year was limited to eight (since raised to ten), and the last year of work for the degree must be done in residence. The courses allow quite a choice of subjects, horticulture, agriculture, home economics, and education were especially designed for women.[93] The charge was $3.50 per credit hour which barely covered the cost. This of course did not include the cost of test books. However, arrangements could be made to borrow the necessary books from the University Library or from the Missouri Library Commission at

(86) *Ibid.*
(87) *Ibid*
(88) *Ibid*, 1913, p. 273.
(89) *Ibid*, 1914, p. 261.
(90) *Ibid*, 1921, p. 110.
(91) Figures furnished by Professor Nance Taylor.
(92) *Publications of the Extension Department*, Vol. 1, No. 5. p. 3.
(93) *Extension Bulletin, University of Missouri*, Vol. 1, No. 5 p. 15.

Jefferson City ,Mo.[94] Thus educational opportunities were available throughout the State at a minimum cost to the student. This was in keeping with the original purpose of the University.

Other work includes the sending out of charts, cards, exhibits, and agricultural material, the maintenance of a "Play and Recitation Service" which sends out first-class plays and recitations and assists in planning programs for schools.[95]

That this department is rendering a real educational service to the State is shown by the fact that during the past year every county in the State, except one —Stone County—was represented in the work of the department. That this work is of great benefit to women is shown by the fact that of the total of 2,829 enrolled in January 1926, 1,907 were women. The women are enrolled in the following courses:[96]

Education	688	Agriculture	105
History	279	Economics	33
English	244	Political Science	28
Sociology	155	Physical Geography	12
Mathematics	97	Elementary Psychology	10
Foreign Languages	99	Home Economics	80
Classical Archeology	8	Preventive Medicine	34
Mechanical Drawing	1	Psychology	23
Theory of Art	2	Sciences	31
		Total	1,907

The total number enrolled since the department was organized is approximately 13,825. Of these 8,457 were women.

Agricultural Extension Service

While the work of the Agricultural Extension Service is only indirectly connected with the subject of higher education of women in Missouri, it has had an incalculable effect on the women in the rural communities of Missouri and therefore deserves brief mention.

The work began in 1913 and was the outgrowth of the desire of the Agricultural Department to extend their work to the people in the State. The work operates principally in the counties which maintain county agents.[97] The work was begun by Miss Mae McDonald, and there were ten women on the Staff. Homemaker's clubs were organized as the first step in a larger program. The women in the rural communities were living such monotonous lives that *anything* was welcome and the social factor was not the least advantage of the work. The Agricultural College sent out women who met with the few federated clubs and a few church groups and planned a monthly program. The clubs were to meet once a month and each woman who joined was sent mimeographed material and bulletins on the monthly topic. These early topics dealt mainly with homemaking practices. Some of the topics discussed were food and nutrition, clothing, health, and household management. The subjects in which work was carried on, the number of meetings and demonstrations held, and the number of persons reached were reported back to the office. The records show that last year 8,072 meetings were held and 590,128 persons were reached. Local

(94) *Ibid.* p. 17.

(95) *Ibid.* p. 29.

(96) Data contained in a letter from Chas. H. Williams, to the author. The growth in the number of women enrolled is shown by the fact that in 1915 of a total of 616 enrolled, 333 were women.

(97) *Bulletin, Agricultural Extension Service*, No. 20, p. 6.

leaders were trained by the extension agents and they taught 2,093 others.[98] Women's clubs were organized all over the State to help women solve the home problems that "till the present were accepted as impossible of solution."

The programs are now outlined for the year and each woman enrolled receives a monthly "News Letter" and "Answers to Questions," which are sent out free by the department. That these clubs have met a social as well as an educational need is shown by the fact that over 100 of those first organized have survived and are still meeting.[99]

The women who have been trained are now active in community work. They have revived churches in one county where a short stretch of bad road prevented regular meetings. The women raised money which was matched by the State. The women succeeded in getting the road dragged so that the regular meetings could be held.

These clubs now send delegates to attend "Farmers' Week" (which is held each year at the University.) A state conference was organized to have women recognized and now all the clubs are recognized and make formal reports during the week. One woman who attended last year said she got so much out of "Farmer's Week that she is going to bring her husband this year." At the meeting which was held January 25, 243 women attended, out of a total number of 936.

The Agricultural College now holds Extension Schools throughout the State. The College pays the railroad expenses and the community entertains the instructor and pays for all supplies which are used. At present there are more requests than can be met by the staff.

While there are no figures which may be stated to prove the statement, it is undoubtedly true that the work of the Agricultural Extension Division has had a decided influence on the education of women in Missouri. The University and its opportunities have been demonstrated throughout the State. One certain result of this widespread knowledge must be the kindling of a desire in women for college training. The generosity of the government and the State University has made an education possible to any young woman who has health and a sufficient desire to undertake the work.

Student Aid Funds

One of the most noteworthy steps taken to encourage the education of women was the establishment of the Rollins Aid Fund by Doctor Anthony W. Rollins, the Father of Major James S. Rollins. Dr. Rollins was the first person to give any money to the University after its establishment. In 1844 shortly before his death, Dr. Rollins made provision in his will for the establishment of this fund. Item seven stated:

> "Having felt the great disadvantage of poverty in the acquisition of my own education, it is my will that my executors hereinafter named, shall as early after my death as they may deem expedient, raise the sum of $10,000.00 by the sale of any land of which I may die seized, and which I may not have specifically bequeathed in any of the foregoing items, which sum of $10,000.00 I desire may be set aside for the education of such poor and indigent youths of Boone County, *both male and female*, as are unable to educate themselves."[100]

By the terms of the will the principal was to be increased each year by the addition of one-fourth of the interest, the remaining portion to be expended in aiding the

(98) *Ibid*, p. 38.
(99) Taken from the cards in the office of J. A. Meyer, Agricultural Department.
(100) Copy of the will of Dr. Rollins, in the possession of the University.

education of students from Boone County. It was specified that they must have "good talents," good moral characters, and be in need of such help. Young men who were preparing for the ministry were to have the preference. The selection of students is to be made by the University after consideration of qualifications of the candidates.[101]

The provision that women should share the fund is quite remarkable when we consider that Dr. Rollins died in 1845, twenty-four years before women were admitted to the University. The will was written by Major Rollins at the direction of his father. Both of them were vitally interested in the education of women in the University. The desire of his father may have been one reason why Major Rollins was during all the remaining years of his life the champion of the cause of women in the University. Before his death, Major Rollins had the satisfaction of seeing the bars let down, and women admitted to all departments of the University.

The provision of the will which required that a fourth of the interest be applied to the principal each year has allowed the fund to grow until now it equals about $75,000.00, and the investment has a net earning of 5.68%

The interest in education has continued to the following generation in the Rollins family. Major Rollins had expressed the intention of establishing six scholarships in the University but on account of ill health failed to make the provision in his will. After his death, January 9, 1888, his children remembering the desire of their father gave the University $6,000.00 to establish the Rollins Scholarships.[102]

Although no tuition is charged in the University of Missouri, these scholarships have been founded to assist needy students to meet the necessary charges for board, room, text books, laboratory fees, and other incidental expenses.

The University of Missouri has possibly a larger amount of money than any other State University the income from which is to be used to aid worthy students secure an education. Various funds have been created, the income from which may be used only to aid women students. These funds now total $19,000.00. Other funds are available for either men or women, and these now total $503,000.00[103]

In addition to financial help a large number of prizes are awarded each year to men or women. All prizes and aid are awarded purely on merit and there are no fixed requirements as to the number or amounts which may be awarded to either men or women.

A large number of students are also helping to pay their way through the University by working part time. The Secretary estimates that from 42-45% of the students are earning part of their expenses. At least a third of this number are women. The administration endeavors to find employment for those students who need work. At present this is done in part by the Secretary of the University, the Dean of Women, the Y. W. C. A. Secretary, and the Secretary of the Y. M. C. A. The result has shown that the best service has not been rendered the student or the homes who require student help. The work should be centralized in one office; since the administration of the various loan funds is so closely related to the problem of self help, it would seem that the entire work should be concentrated in the office of the Secretary. There would be another advantage in that the business office of the University is open every day and the clerical force are always there to receive requests. In the case of the other three offices this is not true, and calls sometimes come in after hours so that there is no opportunity to fill the demand.

(101) Read, *Historical Sketch of the University of Missouri*, p. 46.

(102) Williams, *History of North East Missouri*, Vol. I, p. 256. A recent court decision stipulated that part of this fund might be used by Boone County students in Stephens and Christian Colleges.

(103) Financial data secured from Mr. Leslie Cowan, Sect. of the University.

It is interesting too to note that before the women who need help arrive in Columbia, they write to the University stating their willingness to do any kind of work "which is respectable." After they arrive the majority of them decide that they do not want to do any work except care for children or work in an office. The result of this change in attitude is that the calls for students to wash dishes, do mending, house cleaning, etc., are hard to fill while many times there is a long list of students who are anxious for clerical work. There are of course exceptions to the above, but these are so few in number that it is worth while to consider just what brings about the change in attitude on the part of the women students who must help earn their expenses.

If it were possible to require some kind of labor for all scholarships and aid that was rendered by the University, the situation might be changed. The effect upon the individual students would be stimulating as there would be a resulting feeling of independence and self confidence.

Recognition of Women

Although it is eighty-five years since the founding of the University and fifty-five years since women were first admitted to the University, adequate recognition of the ability of women has been retarded by the conservatism of the State. Even in 1926 the tendency is still apparent.

Until recent years there were few women who were adequately trained and prepared by experience for the more important teaching positions; but this is no longer true. The following facts are worthy of consideration:

1. *The tradition against women in making appointments on the faculty.*

The first women to overcome this tradition was Miss Grace C. Bibb who was appointed a Professor of Pedagogics and Dean of the Normal Faculty in 1879. Miss Bibb occupied an important position in the University until her resignation in 1883. She was followed by Mrs. Thomas K. Sudborough, who held the same title for one year. At the end of that time a man was appointed and no other women were elected as Dean. In the meantime several women were teaching in the Normal Department but none of them occupied important administrative positions.[104]

The next person to be appointed to a higher position was Miss Eva Johnston, a graduate of the University, who was made an assistant Professor of Latin in 1889.[105] Although as early as 1879 it was recognized that the size of the enrollment of women justified the appointment of a woman to have charge of the administration of the affairs of women, there was no disposition to allow her the title of Dean. In 1902, she undertook the work of a Dean and was given the title of "Head of Read Hall;" but she was not paid a Dean's salary. Her title was a misnomer as the Hall had capacity for only forty women and her administrative duties included looking after and being responsible for all the women enrolled in the University, the number being 137. In 1903 the title was changed to "Adviser of Women" and again the salary was held at $1,200.00 and living which was one-third of the salary paid to other Deans that year.[106] It was not until 1923 that the title of Dean of Women was granted. In the meantime almost every small college in the State which admitted women and many high schools had recognized the value of the administrative work being done by the women in charge of the girls and had appointed a Dean. These women were also being paid a Dean's salary. Even after the University of Missouri granted

(104) *Catalogue University of Missouri*, 1879, p. 11,
(105) *Ibid*, 1890. See Switzler, *History of the University of Missouri*, p. 1162.
(106) Taken from the records of the office of the Secretary of the University.

the title, a Dean's salary was not paid. The administration recognized that the request of the women enrolled and the alumnae for a Dean was just, but they could not make the concession of granting the title *and* the salary to a woman.

Miss Johnston, who had been serving as Adviser of Women, was the first woman to be granted the title of Dean of Women, but resigned the Deanship in 1923. The present Dean of Women who came to the University in 1923 is the only woman who has been paid a Dean's salary and at the same time held the title. For years the inquiry as to why the University of Missouri did not have a Dean of Women was answered by the statement that "No woman was fitted to be a *REAL* Dean." However, no satisfactory reason was ever given as to just what necessary qualifications the position required which could not be found in women. It was evidently an indefinable qualification which was possessed by a multitude of men and strangely lacking among women. That other states and institutions had solved the difficulty years before did not seem to remove the prejudice that still existed in Missouri. When the decision was finally made that women, though capable of filling the position of Dean might justify the granting of the *title and the salary*, there was no difficulty in finding a suitable person for the position.

In other faculty appointments women have not filled the higher positions regardless of the fact that there are now women available who are adequately prepared for the work. At present of the 84 persons who hold the rank of Professor, only 2 are women. Of the 39 who are listed as Associate Professors, one is a woman; of the 12 Deans, one is a woman. Of the 66 Assistant Professors, 16 are women; of the 113 Instructors, 35 are women, and of the 10 Assistants, 3 are women.[107]

The above figures indicate that a small number of women occupy teaching positions in the University of Missouri, with the exception of the departments where men cannot compete (home economics, nursing, etc.) The following table indicates that women who are appointed members of the teaching staff do not command the equivalent salaries which are paid to men.

Salary Schedule[108]

	Length of Term	Number	Maximum Salary	Minimum Salary	Average Salary
Dean					
Men	11 months	11	$6,000.00	$5,000.00	$5,804.55
Women	11 months	1	4,500.00	4,500.00	4,500.00
Professor					
Men	9 months	63	5,000.00	3,150.93	4,157.93
Women	9 months	0	----------	----------	----------
Men	11 months	14	5,750.00	3,000.00	4,382.14
Women	11 months	1	2,500.00	2,500.00	2,500.00
Men (1)	11 months	2	3,600.00	3,600.90	3,600.00
Men (2)	11 months	3	6,000.00	4,200.00	4,983.33
Women (2)	11 months	1	3,600.00	3,600.00	3,600.00

(107) Data supplied by the Business Manager of the University.

(108) Data furnished by the Business Manager of the University, April 21, 1926. The author desires to call attention to the fact that the figures in the column "Average Salary" may be misleading. This is especially true in the case of members of the faculty who hold the title of Instructor. The large salaries in this group which are paid to the men in the Athletic Department, make the average salaries appear large. The Instructors who are devoting their time to class-room instruction are receiving relatively small salaries.

	Length of Term	Number	Maximum Salary	Minimum Salary	Average Salary
Associate Professor					
Men	9 months	20	3,750.00	2,400.00	3,202.00
Women	9 months	4	3,150.00	2,850.00	2,962.50
Men	11 months	9	3,750.00	2,850.00	3,233.33
Women	11 months	0	----------	----------	----------
Men (3)	11 months	5	3,600.00	3,000.00	3,420.00
Women (3)	11 months	1	3,000.00	3,000.00	3,000.00
Assistant Professor					
Men	9 months	18	2,700.00	2,200.00	2,482.22
Women	9 months	9	2,700.00	2,200.00	2,482.77
Men	11 months	15	4,500.00	2,400.00	2,813.33
Women	11 months	1	2,400.00	2,400.00	2,400.00
Men (4)	9 months	1	2,100.00	2,100.00	2,100.00
Men (5)	11 months	16	3,500.00	2,700.00	3,000.00
Women (5)	11 months	6	2,800.00	2,500.00	2,616.66
Instructors					
Men	9 months	33	2,500.00	1,400.00	1,893.03
Women	9 months	24	2,400.00	1,300.00	1,754.16
Men	11 months	15	2,500.00	1,500.00	2,026.66
Men (6)	9 months	6	5,000.00	3,000.00	3,483.33
Women (6)	9 months	0	----------	----------	----------
Men (6)	11 months	19	3,600.00	2,400.00	2,626.31
Women (6)	11 months	0	----------	----------	----------
Instructors in Training School					
Men	9 months	1	1,800.00	1,800.00	1,800.00
Women	10 months	10	2,000.00	1,350.00	1,695.00
Instructors					
Men (7)	9 months	3	360.00	36.00	320.00
Women(7)	9 months	1	360.00	360.00	360.00
Men (7)	11 months	1	1,500.00	1,500.00	1,500.00

(1) Part time only
(2) Irregular with rank of Professor
(3) Irregular with rank of Associate Professor
(4) Part time only
(5) Irregular with rank of Assistant Professor
(6) Irregular with rank of Instructor
(7) Part time only.

The reader may think that the discrepancy in the amounts paid to men and to women is due to the fact that the men are better trained and more experienced. In some cases this is undoubtedly true; but in a large number of cases it seems to be purely a question of sex. Some of these women know that they can command a larger salary elsewhere, but they have homes here and hesitate to go to the expense of moving. Others seem still to think that if they stay long enough, they will be eventually promoted. In the meantime the University is profiting by this condition and is not paying all of these women what they really deserve.

In this connection it must be admitted that this failure to appoint women to the higher teaching positions is not peculiar to the University of Missouri. In the East it is still true that it is practically impossible for women to be appointed to teach in a

university unless they have specialized in subjects where they are not competing with men.

It is thus evident that in the University of Missouri the number of women who are holding the higher positions is very small, and in the positions which carry the smaller salaries the number of women is proportionally larger.

2. *The distinction which is made in the salaries paid to men and to women.*

The scale for women is uniformly lower. One result of this practice is that men are promoted over the heads of women who have done satisfactory teaching perhaps for years. In one department where there are several women instructors who have been retained a number of years and therefore are experienced teachers, young men instructors who are beginning their teaching have been given the advanced work and of course the larger salaries. The reason given is that "*they have families to support or will have families and must be advanced.*" One Dean has said that "he has raised the last woman's salary as they have not the ability to continue to grow as men do."

The one woman Dean on the present faculty is paid a salary which is a fifth less than the lowest salary paid to a man who occupies a similar position. The data indicated that in the University of Missouri women are paid equivalent salaries only in the departments where men cannot compete.

3. *The Tradition against Conferring Honorary Degrees upon Women.*

Only one woman has ever received an honorary degree from the University of Missouri. Miss Mary B. Read, a member of the Normal Faculty, was awarded an honorary degree in 1875. Miss Read was the daughter of President Read. The failure of the University to honor women in this way is all the more remarkable when we consider the lavishness with which honorary degrees were presented in the past. One year fifteen degrees were conferred on men. Missouri University had graduated a number of women who have attained conspicuous success in educational work as well as in other lines of endeavor, and it seems strange that their success has not been publicly recognized by their Alma Mater. However, if it is felt that no Missouri Alumnae has become sufficiently notable to deserve such recognition, there must be women in the United States whom the University could honor and thus publicly set its approval on the attainments of women.[109]

4. *The fact that women are not represented on the Board of Curators.*

Although the University has enrolled nearly 33,000 women and has graduated 4,506, there has never been a woman appointed a member of the Board of Curators. Since the total number of women enrolled has been nearly a third of the entire number of students, it seems as if they should have some representation on the Board. Women would certainly know more about the problems affecting young women than the men know. Co-education is no longer an experiment in the University of Missouri. It is a present fact, and the problems will tend to increase rather than to diminish. Women would undoubtedly be able to render a real service especially in the legislation which concerns the women students in the University.

The University of Missouri in the past has been simply following the conservatism of other states. Some of the others have frankly faced the problem of recognition of women. It is time that the University of Missouri should taken another forward step, and where a woman renders the equivalent service, the University

(109) Inquiry shows that other Universities have recognized women by granting them honorary degrees. The university of Wisconsin reports 2 awarded and the University of Michigan sent a partial list which included the names of 9. (Letters from the secretary to the author.) Columbia University, New York City, reports that at least four women have been honored in that way since 1909.

should award her the equivalent *title and salary or honor* which would be bestowed on a man who filled the same position.[110]

Statistics

Enrollment

The University of Missouri was founded in 1839 and women were first admitted in 1869. The enrollment prior to 1869 was so small that the number of men attending during those years (1839-1869) was only 619. A study of the enrollment shows the following interesting facts:

Total number of men enrolled 1869 to Sept 1, 1926.....82,322
Total number of women enrolled, 1869 to Sept 1, 1926..... 32,700
Total enrollment in the University 1869 to Sept 1, 1926.....115,022

It is possible that the grand total is not absolutely accurate as the data were secured from various sources. There are no statistics which have been compiled by the University, so that the material had to be taken from catalogues, reports to the Legislature, and various other sources. It is probably that the totals are too small, as some names may have been omitted from the earlier published lists.

The enrollment according to years shows that beginning with 42 women in 1869, the number was increased from year to year, with only a few exceptions. The figures for the years of economic depression show no decrease, which indicates that "hard times" had no effect on the demand for education. The same facts are true of the enrollment of men with the exception of the Civil War and the World War periods. Although women were admitted so much later than men to the University, the number of women is more than a third of the total number of men which indicates that the percentage of increase is greater among women.

Graduates

Missouri has graduated over twenty thousand students (20,912 to be exact). Of this number 4,506 were women and 15,406 men.

Again recalling that women were admitted so much later to the University, it is interesting to note that over a fourth of the total number of graduates are women. Or considering the total number enrolled about a sixth of the women who enrolled in the University completed the requirements for graduation, while about a fifth of the men completed the work. The following comparison shows the number of degrees in the four largest departments.

	Men	Women	Total
Total No. A. B. degrees conferred	1,809	1,427	3,236
Total No. B. S.* degrees conferred	1,023	2,176	3,199
Total No. A. M. degrees conferred	747	384	1,131
Total No. B. J. degrees conferred	460	274	734
	4,039	4,261	8,300

Summary: The University of Missouri is the oldest state University West of the Mississippi river, and was one of the first universities to admit women.

It has been shown that while women were admitted as early as 1869, adequate provisions could not be made for them on account of the poverty of the State and the resulting lack of State support.

Until 1880 there was no attempt made to provide any special courses for women. Prior to this time the women pursued the same course of study as the men. In 1880 a

(110) The University of Wisconsin reports that seven women have served on the Board, one of them being appointed in 1915 and reappointed in 1921.

*Includes all B. S. degrees conferred in Columbia.

Ladies' Department was organized, with a special course of study for women. It was expected that this course would prove to be popular, but only 7 women completed the full work and were granted the degree.

In 1898 a course in home economics was included in the curriculum and is still offered as an optional course.

While the present course of study in the University includes a number of subjects which are of particular interest to women, the curriculum as measured by the course of study outlined in Chapter XVII does not meet the needs of the women of today. These essential courses which are outlined should be required of all women students.

Not only has the University of Missouri failed to develop a distinctive curriculum for women, but it has also persistently refused to recognize the ability of women. Tradition in the University is against the appointment of women to the higher positions on the faculty, and women are paid lower salaries than the men. Tradition is also against granting honorary degrees to women, and no woman has ever served as a member of the Board of Curators. This failure to recognize the ability of wo men is largely due to the conservatism of the State. The writer looks forward to the t ime when the University will publicly recognize distinctive ability, regardless of the sex of the individual.

The University of Missouri has rendered a distinct service to the higher education of women in Missouri, in the developing of the junior colleges and in the extension work. The junior colleges are assuming an increasingly important role in the education of the State. The future may show that the major part of the undergraduate work of women will be taken over by the junior colleges. This will leave the University free to concentrate on graduate work.

PART THREE

CHAPTER XV

THE UNDERLYING CAUSES OF THE SHORTCOMINGS OF WOMEN'S EDUCATION IN MISSOURI

In the preceding chapters the merits and weaknesses found in the education of women in Missouri in the past have been considered. Before attempting to propose any reforms that may possibly eliminate such weaknesses in the future, the author wishes to give a summary of the most significant faults brought out in the preceding discussion of the history of women's education.

Significant Defects and Problems in the Education of Women

The most significant defects in the education of women in Missouri which have already been discussed are as follows:

1. Our educational institutions in Missouri are still highly individualistic. A code of professional ethics should be devised which will eliminate the objectionable features of the present competitive situation, and which will place competition on a more dignified basis. This code of ethics will include the method of securing students, the activities of the field men, the advertising and publicity material, and the elimination of all undesirable reductions to students.

2. The cut-throat competition which now exists in these Missouri colleges for women is analagous to the methods used in the commercial world. Serious students of education should attempt to formulate plans which will prevent the commercialization of education.

3. These colleges have been over advertised and have made use of methods of publicity which will increase the enrollment. Their publicity should be on a more dignified basis than is usually found in commercial enterprises.

4. On account of the present complex conditions which exist in these Missouri colleges for women, the personnel of the student body and faculty is constantly changing. This continual shifting prevents the building up of a morale, which is essential for the development of the highest type of education in Missouri.

5. The whole problem of the higher education of women in Missouri today is definitely bound up with the question of finance. While it is clearly recognized that the changing of customs and traditions is always a difficult process, at the same time the securing of adequate financial support for these colleges seems to be imperative. Just how this is to be accomplished cannot be dogmatically stated, but the factors seem to indicate that at least three methods must be used. (a) In the case of the denominational colleges there must be a concerted action on the part of the various denominations to provide adequate endowments for their colleges. This can be accomplished only through widespread recognition of the value of the work these colleges are doing in the higher education of women as well as of men. (b) A widespread interest must be created in the tax supported institutions so that the citizens of the State will be willing to make adequate provision through higher taxation for these educational organizations. This question of educating public opinion is admittedly difficult, but it has been accomplished in other states and is possible in Missouri. (c) In connection with these two suggestions, it may be added that private means must be interested in education and induced to make substantial gifts to further the work. This is simply another phase of the problem of educating public opinion.

6 Another vital factor in the problem of the education of women in Missouri is the question of curriculum. What courses are to be taught, and of these courses

which subjects should be required and which should be left as electives? The determining of the curriculum is still in the experimental state and still challenges the thought of the best students of the problems of the education of women.

7. The lack of standardization of college publications (catalogues, view books, annuals, etc.) has led to much dissatisfaction on the part of some patrons. With standardization must go the elimination of all extravagant statements so that accurate knowledge of the college will be clearly indicated to all readers.

8. Higher standards of work should be required of all students. In the raising of standards an attempt should be made to create a sentiment among the faculty and students, which will demand that the *best* effort be made, regardless of the grades secured. The emphasis in the college will be placed not upon the mere possession of wealth but upon the building of character and upon the preparation for a *useful* life.

9. The final problem of immediate importance in *administrative*. This includes a consideration of the following questions:

(a) What type of men and women are to be the presidents of these educational institutions? Must the primary qualifications be business ability or interest in educational problems?

(b) Should these institutions endeavor to reorganize their staff of workers to include two leaders—a business executive, and a person whose concern is the development of the scholastic work?

(c) Another problem is to secure for these colleges boards of control which are boards in more than name and which really function. The writer is convinced that while the present tendency is to appoint as members of college boards men of conspicuous business ability, that the list must include men *and women* who are college trained, and who are familiar with the problems of education. This means that these men and women must not only be capable and interested but must be persons who are willing to devote the necessary time to the work.

10. The failure to appoint women to the higher faculty positions and to recognize officially the attainments of women has been indicated in many of the chapters of this study. The education of women is no longer in the experimental stages and in some cases recognition is due and should be given. In addition to the defects and problems which have already been discussed there are some other aspects of the problem which must be considered. The reader is reminded that the author is referring to conditions which she believes exist in Missouri. It is probable that all of the following criticisms are not typical of all sections of the United States.

In recent years much has been said and written about the present trend toward socialized education. It must be frankly confessed that this newer conception of the education of women is quite different from that which the majority of parents entertain. It is also vastly different from the ideal and objectives which have dominated higher education during the past three decades. While some criticisms of the present attitude of parents will be stated, it must be remembered that comparatively few parents are college graduates, and many are not even graduates of high schools. For this reason they cannot be blamed for their failure to demand a different type of education for their daughters. The youth of today has a real case against the educators who are expected to be familiar with existing conditions, and should *know* the type of training which will be most useful in life. Our schools and colleges have failed to instill into the students the real aims of education. It is not strange, then, that many misconceptions exist today. There has been a shifting in emphasis from the old ideals of training women for the home to the new ideal, which is largely commercial.

Another factor which should be considered is the presence of a large number of negroes in Missouri.[1] The period immediately after the Civil War was characterized by the heavy migration of negroes from the South and the employment in many homes of negro servants. The white women were not trained for home management largely because in the homes in which they were reared there were negro servants. Because of our faulty system of education these women failed to get the necessary training in the schools. Later when these women established homes of their own, they were neither trained nor educated for the responsibility and had no practical knowledge of how to manage a home. An analysis of all the factors in the situation indicates that many of the false ideas of education which follow in this discussion are definitely related to the presence of negro help in the homes. The situation revealed the artifiiciality of the education which the white girls had received.

Prevalence of False Ideals in the Education of Women

In this materialistic age the accepted idea is that education is essential for success in life—a success usually measured in terms of wealth. Statistics are carefully gathered contrasting the earnings of college men and women with the amounts paid to persons who are not college trained. The results are promptly diffused through the country and quoted in class rooms and in homes until not only the parent but the children as well come to believe that education points the way to the royal road to wealth. Women today are seeking finanical success as much as men and are attempting "to climb the golden stair on which people climb to success today." They do not realize that "Success is self-development in social service."[2]

Another dominating ideal in the education of women is social ambition. Parents who have social ambitions for their daughters send them to college hoping they will acquire social accomplishments. Fathers and mothers of this type are not interested in ideals of social usefulness or in real scholastic attainments. They fondly hope that their daughter will be able to meet men of means who are socially prominent, and if the daughter can marry or even become engaged during her brief college career, the expense of her sojourn away from home is considered a good investment. In either case the materialistic point of view is uppermost and finanical success the ultimate goal. The college trained women should be prepared for more than the ability to earn money. As one writer expressed it, she must be ready to perform the duties of the ideal citizen whether these bring material reward or not. She must know how to live, and work for the satisfaction of a task done well, not merely seek money, position, and ease.[3] The modern woman is frequently self-centered and has no sense of obligation. She should learn to think of others as well as of herself. Too few women acquire these altruistic habits during their college days.

Still other parents think of education as a process by which their daughter will have something done to her. They hope that "her teachers will administer education in much the same way that nurses administer anaesthetics." The parents have faith in the theory that when the girl awakens, she will find herself educated. "This expectation that a college will do things to a girl is a remnant of the ideology of the finishing school, where proper deportment at a pink tea—a thing important enough in itself—was substituted for stern knowlege. College is not a factory. It produces nothing. The college will fertilize the mind of the Freshman girl, it will stimulate her intelligence; but it will not create intelligence."[4]

(1) See Chapter on *Lincoln University*.
(2) Cooley, *The Social Process*, p. 88.
(3) Jameson and Lockwood, *The Freshman Girl*, p. 29.
(4) *Ibid*, p. 8.

A relatively small number of parents—and a larger number of students—look upon college years as years of play. In almost every such case, the parents are persons who have had an economic struggle in their youth, and, having accumulated a competence, attempt to provide for their children all the things which they themselves missed in youth. This is a pathetic situation, and unless the college is able to make such students realize the vital necessity of making the most of their educational opportunities, failure of the students and sorrow for the parents are inevitable. "Social life may be called an adjunct to a college education, but when we make it more, we are prostituting our heritage."[5]

Other parents send their daughter to college hoping that during the four years the college will help the girl clarify her aspirations and develop a purpose in life which will lead to happiness and success. To these persons "college is a kind of Utopia where all that is wrong is made right." The full responsibility for turning out a finished product which will be worth while is thrown on the college, and the faculty are expected somehow to attain the desired result. The parents fail to realize that "College cannot give point or purpose to a life which is purposeless, and that whatever is done, the *girl* must do it."[6] If the college is to be most successful a receptive attitude on the part of the girls is a prerequisite.

The average parent has in mind some or all of these aims and it *is* difficult to decide what is best. As a mother said recently in talking of her daughter, "I don't know what the college will do to her but I *do* know what this town is doing to her." This illustration is typical and many parents decide to send their children to college to get them away from local associates. While in many cases the decision to send a girl to college is based upon a genuine desire to provide for her the best educational opportunities, in some cases it is simply the easiest way out. In the latter case the mothers have either been too absorbed in social activities or have simply been too lazy to make the effort to provide the proper home training. The result is that the girls have secured the "upper hand" and the mothers have little influence. Under these conditions the easiest solution of the difficulty is to send the girl to college and to throw on the institution all the responsibility for turning out a desirable finished product. Such parents fail to realize that "a college does not make fools; it only develops them." Merely to send a girl to a woman's college will not settle the difficulty; it must be a *superior* college, and even them, the parents are not free from all responsibility.

Perhaps, after all, the type of education which is most needed is the education of parents. If the colleges could first educate the parents of their students, they would have less trouble with the daughters when they enter college. The more college administrators come to know the parents of the pupils, the more generous they become in dealing with students. Recently a Governor of a certain state entered his daughter in a woman's college in Missouri. He went with the girl when she entered in September and at once asked for a private interview with the dean. In the course of the conversation he said he had only one request to make of the college. He said, "Please promise me that none of the teachers will ask..... to do anything she *does not want to do*. Her mother and I have never in all her life asked her to *do anything she did not want to do*." When parents are so indulgent, one wonders how it is possible that so many young women remain unselfish and unspoiled. In this particular case, this young girl went to college for the primary purpose of having a good time and "doing what she wanted to do." A recent writer has suggested that the members

(5) *Ibid*, p. 10.
(6) *Ibid*.

of the new generation go to college for the purpose of having a good time.[7] If it is true that the motive is not educational but social, the college must somehow bring about a change in ideals. How can this be accomplished? To find the solution to this inquiry challenges the best thought of college faculties today.

The college is attempting to suppress idling by requiring from the student a large quantity of tangible work. Cooley raises the question whether this policy is not injurious to culture in that it crowds out spontaneity and a "browsing curiosity."[8]

His reply is "I am inclined to think that the ingenuity of the collegian is often well spent in thwarting these endeavors and securing time to loaf in spite of the conspiracy against it. We require too much, and inspire too little."[9] The failure of the modern college to inspire is only too evident. It has been well said that, "Instruction does much, but inspiration does everything."

The New Social Ideal

The newer socialized aim of education is to train the youth of today so that they may become *good citizens*. The expression "good citizens" is used for want of a better term. This term does not mean merely citizenship in the civic sense and is not the type of citizenship that is discussed in a class in civics. This broader meaning of the term will be indicated in the following discussion. In the particular field of the higher education of women, this ideal of citizenship is even more important. As James Harvey Robinson has said, if the young are to do better than previous generations, they must be brought up differently. They should be taught to view existing institutions and ideals not as standardized and sacred but as representing half-solved problems.[10]

The Failure of Women to Exercise the Suffrage

It is evident to all thinking persons that our educational system of the past and of today is not meeting the needs of women. Anyone who will give some study to the "current theories and practices in education might well conclude that we are in a state of confusion, with little prospect of the emergence of order."[11] We have only to consider the results of the extension of the franchise to see that women have not been able to meet the new conditions, because of lack of adequate training. It was said for years that when women had the power to vote, conditions would be promptly improved. Some women even went so far as to say that woman suffrage would bring in the millennium. The facts show that this is far from true. In the first place, a vast number of women have not yet exercised their right to vote because of a lack of appreciation of the responsibility which the 19th Amendment imposed. Others have cast their ballot, but too often they have been swayed by the opinions of men who did not give them sound advice. Women have not squarely faced the issues and have not attempted to form an intelligent opinion of their own. "The extension of the franchise to woman is only a minor step in the direction of a wider life for women outside the family."[12] This more complete life will be possible only if women today are properly educated. It took years to establish suffrage for women. Will it take as many more to learn how to use it wisely?" "New occasions teach new duties; Time make ancient good uncouth."

(7) Williams, Jesse Lynch, *I went to College*, Scribner's Magazine, Nov. 1925, p. 472.
(8) Cooley, *Social Process*, p. 69.
(9) *Ibid*, p. 70.
(10) Robinson, *Mind in the Making*, p. 220.
(11) Cooly, *The Social Process*, p. 63.
(12) Ogburn, *Social Chance With Respect to Culture and Original Nature*. p. 234.

The real difficulty in Missouri is not that woman's suffrage is a failure, but that women have failed to make use of their right to vote. Our educational program should not aim merely to influence women to go to the polls and vote. The program must begin by teaching women to study seriously the issues involved. When women really understand a proposed health program, or other issues of vital importance, they will not fail to cast their votes. The present seeming indifference is largely due to ignorance of the importance of the questions involved. It is the task of our colleges to impart this knowledge of civic and national conditions. The failure of women to exercise the suffrage has failed to better social conditions.

This broader meaning of the term includes the recognition of the personal responsibility of citizenship. By means of the franchise women can set up definite standards of public service and can see that civic, state, and national officials render a higher type of service. The task of education is not only to impart this sense of personal responsibility, nor merely to create a demand for higher standards in public service, but education should also help the youth of today to understand the principles of authority in government. Until these three factors become embodied in our educational programs we can not hope to better social conditions.

But thus far women have not been trained for citizenship; consequently they are still creatures of narrow group culture and traditions, influenced mainly by their emotions. It is not that women are too emotional, but rather that their emotions have not been trained. The emotions should not be completely repressed, for "nothing of great consequence is ever undertaken that does not have back of it some emotion."[13] All of these factors have hampered the efficiency of women. One task of education is to train them to think for themselves and to think clearly, and not to make snap judgments, or to decide questions on the basis of tradition or of their own emotions. While women have been active in politics only a short time, their political experiment has proved that the present education system for women has more faults than virtues. Women have yet to be taught tolerance, emotional control, and to be emancipated from the old traditions. However, "this is not a time for morbidness over our past stupidity or regret over the snail's pace at which we have traveled. We have no surplus energy for tears. The job of hauling society up to a basis of justice and service is a heroic one and demands every ounce of energy in us."[14] What can women do to better conditions? The first task is to provide for them a type of social education which will enable women to become self-conscious and self-knowing. Too many college women have failed to develop a broad and intelligent social interest; too many are lacking in social sympathy and power to do something of social utility.[15] Before we can suggest remedies for this condition, we must realize that the self is constantly changing. As Professor Todd has shown in his *Theories of Social Progress*, "We are a bundle of habits, tendencies, contradictions, oppositions, of every variety of shade, texture, and capacity for combination. The great booming, buzzing confusion of the outer world has more or less of a counterpart within us."[16] He has also emphasized the fact that the self is a social product, is variable, and may be modified.[17] If the highest type of self is to be developed in society, it must come through education, and that is possible only if women can be educated for this highest type of citizenship which will set the standards and ideals to be sought.

(13) Ellwood, *Christianity and Social Science*, p. 101. *a*
(14) Todd, *Theories of Social Progress*, p. 509.
(15) Goodell, *The Education of Women*, p. 153.
(16) Todd, *Theories of Social Progress*, p. 23.
(17) *Ibid*, p. 46.

The Failure of the College to Provide Needed Courses for Women

The curricula of the colleges in Missouri are still predominantly of the classical type, moreover, there is a noticeable absence of courses which are pre-eminently for women. This same criticism may be made of colleges in other sections of the country, and it is only in the last decade that much thought has been given to the organization of a curricula which would be of special benefit to women. Dr. Elmer E. Brown (U.S. Commissioner of Education, 1907,) in discussing this situation said:

> "It has taken a great struggle to establish fully the higher education of women as a simple human need. But that battle has been won. The integration of women's education with the general scheme of education has been brought about. But, the differentiation of woman's education is yet to be accomplished. Let us admit that the task of integration was by far the greater task. But does it follow that the differentiation of woman's education is not a task at all? Or to put it in other words: the functions of men and women in society are different in many ways. . . . Some practical scheme of preparation for mother-work will, we cannot doubt, be devised in the course of time. *There will be some day an education for home-making, and for woman's leading part in the finer forms of social intercourse, which will do on the higher academic plane, what was done in a more petty way, generations ago, in popular finishing schools for girls.*
>
> "But this, too, is only a part. There is yet to be, further, a serious preparation for women's part in the economic, the industrial, and even the political world."[18]

This prophecy was partially fulfilled, but much remains to be done. Boston University has taken the lead by organizing a course for matrimony, which is being watched with interest. Since it has been in operation only two years, it is too early to decide whether or not this curriculum is the ideal one.

The Need of Social Education for Women

If the maintenance of a finer order of home is a matter of deepest concern to the community, it logically follows that the appropriate training of the mother—the home maker, is essential to the general welfare.

The education of women should insure,

1. The general schooling which is essential to the development of both the boy and the girl.
2. For the sake of the community, as well as the individual—preparation for self-maintenance, whether this duty is immediately imperative, or remotely possible.
3. Adequate preparation for the responsibilities involved in the direction of a home.
4. The best use of leisure time.

Such an outline of aims naturally brings up the question as to why it is so vitally important that the course of study for women must be distinctive. The answer is not that such a policy would enable some colleges for women to secure students and thus continue to operate. It is quite conceivable that it might be a good thing if some of these weaker institutions closed their doors. The true reason can be understood only by a consideration of the real function of the education of a woman. It has already been said that this goal is to train women to be *good citizens*. By this we do not mean that the aim is "preparation for the old citizenship which has failed to eliminate the

(18) Brown, "*Are We an Inventive People in the Field of Education? Science*, New Series, Vol. 26, p. 168, Aug. 9, 1907.

shocking hazards and crying injustices of our social and political life."[19] We mean *training for social usefulness*. As Ellwood has shown, good citizenship means not merely intelligent voting, important as that is, but efficient fatherhood and motherhood, and, in general, fitness for membership in a community and for national service. This meaning of citizenship has until quite recently been given very inadequate attention in our schools. The author goes on to show that if this ideal is to be attained, the curriculum must emphasize the social sciences, which are the sciences concerned fundamentally with human relationship and human conditions.[20]

This "social education," which has been described by Ellwood,[21] is the real crux of the whole problem. It will be generally conceded that society is at present not organized on an ideal basis. How may this condition be improved? Only by educating the present and future generations to a realization of the true meaning of citizenship. This training and education cannot be coolly shoved off on the school system, but it must be begun, furthered, and guided in the main primary group, the family. This means that it is largely the responsibility of the women of today and those of the future. One writer has shown that the primary groups are the makers of the primary social attidudes of individuals.[22]. The responsibility of the mother is not merely a physical one. The mother in the home is the one who has the care and guidance of the child the major amount of the time.

She is the child's first teacher and must be trained to work with the schools and to help shape the attitudes, (instincts, habits, feelings, ideas and values) which enter into and make the social character of the individual.[23] The school is another primary group which should help to furnish this training, but neither the mother nor the school alone can accomplish this aim. The two must work hand in hand, and this is possible only if the mothers have specialized training for their real function in life. The importance of this past kind of training for women is clear when we remember that "Civilization depends in the last analysis upon the individual character of the men and women who make it up."[24] The majority of the school teachers are women who must have identical training with that provided for the mothers, if the children are to be trained for this higher citizenship. It is through these main primary groups that customs and traditions are transmitted from one generation to another. The school and the home have the child during the malleable years, when the ideas and ideals of mature individuals are so easily imitated. James Harvey Robinson has emphasized the importance of the fact that we are highly suggestible, saying, "Our mechanism is much better adapted to credulity than to questioning. All of us *believe* nearly all the time. Few doubt, and only now and then. The past exercises an almost irresistible fascination over us. As children we learn to look up to the old, and when we grow up we do not permit our poignant realization of elderly incapacity among our contemporaries to rouse suspicions of Moses, Isaiah, Confucius, or Aristotle."[25] Since the young are so ready to accept as law and order the statements of older persons, the responsibility lies in providing an environment in which proper ideals of

(19) Robinson, *Mind in the Making*, p. 22.

(20) Ellwood, *The Social Problem*, p. 223.

(21) Ellwood, *The Social Problem*, pp. 237-245; also *Christianity and Social Science*, p. 110.

(22) Ellwood, *The Psychology of Human Society*, p. 121.

(23) It may easily be objected that this theory relieves the father of all responsibility in the training of the child. Such a construction is not intended by the author who realizes that both parents must be jointly interested and prepared to help with the training of the child. However, this study is confined to a discussion of the problems of the education of women, and space does not permit the inclusion of a discussion of the problems of the education of men.

(24) Ellwood, *The Social Problem*, p. 212.

(25) Robinson, *Mind in the Making*, p. 127.

government, morality, and religion are depicted. Such examples are far more valuable than volumes written on the subject.

It is in a proper home and school environment that the child develops what Professor Giddings has called *a growing consciousness of kind, increasing like-mindedness, increasing sympathy and understanding, and increasing friendliness or affection among the members of the group.*[26]

The Responsibility of Women in the Home

If the woman of today is to help in this training of children, she must know how to adjust herself to conditions, and this will be possible only if she has control over her mind, her body, and her spirit. She must be open-minded, accurate, dependable, enthusiastic about her work, and capable of seeing beyond the present task. This ability of forming a synthesis between details of the task in hand and the entire undertaking, which is fused by imagination, should differentiate the college graduate from the untrained citizen.[27]

It must be evident that women who assume this responsibility of training children must be adequately trained themselves if they are to accomplish the greatest success in their work. Strange as it may seem, our colleges today train for every known vocation except the vocation of parenthood, which is by far of the greatest importance to society.

By education for parenthood we mean "not so much education in the care and rearing of young children, important as that may be, but also instruction of the proper sort along the lines of heredity, sex morality, and the social importance of the family. Schools have neglected this phase, which has been left to the family, and many families do not function educationally in the matter."[28]

Frequently the objection is made that all women do not marry and have children; and therefore it is not necessary to provide specialized training for them. This argument is usually advanced by men. As one dean of a university said: "The women who do marry can get up half an hour earlier in the morning and read a book on how to raise babies. If they have college training, they will have sense enough to understand the book." Such an attitude seems to indicate a total absence of the realization that the responsibility of motherhood is more than a physical one, and that the greatest task is to provide more than physical comforts for the children. A task which is infinitely more difficult is to provide a wholesome, stimulating environment and inspiration to seek the welfare of humanity as a whole; to develop the courage to stand for the right, to be tolerant, sympathetic, and honest. "The moral ideal of the individual must be that of service to humanity. America has left moral education to take care of itself, without any specific provision for it in the curriculum,"[29] and the college must meet this need. What the world needs today is women who *practice* these ideals of citizenship, who are *honest*, and who are not afraid to stand up for their convictions.

While it is true that all women do not marry, yet it is equally true that very few women escape the responsibility of family life. It may be nieces and nephews who must be taken to be reared, or it may be merely assisting with the children of other relatives, but usually such responsibilities must be faced some time in life. When the task is thrust upon a woman, or assumed by her, it is then too late to stop

(26) Giddings, *Descriptive and Historical Sociology*, pp. 303-312.
(27) James and Lockwood, *The Freshman Girl*. p. 29.
(28) Ellwood, *The Social Problem*, p. 141.
(29) *Ibid*, p. 215

and secure the needed training, and every woman should be prepared for such an emergency.

A recent writer has said that for most people the home is the beginning and the end of life. All of their activities proceed from it and return to it. Therefore, of all the arts, those pertaining to home-making are the most important; and all of the sciences, those which find their application in the home, making us intelligent about the home and its needs, are the most significant.[30]

The acuteness of the situation is apparent when one considers the social situation today. Far too many women are gross materialists. They measure everything in terms of money; ideals and standards are often neglected. With the financial demands which the girl of today makes, the wonder is that any man has the courage to embrace matrimony. "In marriage the ideals of good manners, social popularity, good looks and wealth, must give way to ideals of health, intellectual ability, and moral character."[31]

The Home a Business Enterprise

Another phase of home-making is that it is also a business enterprise. As the manager of a business enterprise, the home-maker must determine the expenditure of the family income, and must also be able to direct or perform the labor involved in running the plant. As a partner at the head of a social and civic unit, she is largely responsible for the educational, the moral, and the social standards of the home.[32] While this moral and educational phase is important, the economic side cannot be ignored. Millions of dollars are spent annually in the United States for food, clothing and shelter. A large part of this buying is done by women. No business man would be willing to turn over to an absolutely untrained buyer the funds he expects to invest in products for his factory, and yet that is what a large percentage of our men do with that portion of their income which covers household expenditures; and these very expenditures frequently absorb practically all of their income.[33] It is important that women know how to spend every dollar in the most effective way if we are able to offset the high cost of living and other abnormal conditions.

It is particularly true among the very poor that the women do not generally know how to spend the income to the best advantage. Thousands of young women marry every year into the army of wage-earning men, where the income must be carefully managed to secure a fair degree of comfort and welfare for the family. Increased knowledge of economic buying of food, its preparation and cooking, and the selection of materials for the household would tend to greater economy and to that extent would help offset low incomes.[34]

Dr. Andrews has shown in his *Economics of the Household* that the efficient home-maker must be an economist. She must know how to run her home on a budget. The adequate household budget is largely a matter of balancing one need against another and of forming a harmonious combination of varied elements, any one of which by itself and in excess would become an ugly element in life.[35] Responsibility for money planning is largely the task of the mother in the home, and for this task she should be well prepared by her collegiate training.

(30) Bevier, *Home Economics in Education*, p. 171.

(31) Ellwood, *The Social Problem*, p. 140.

(32) *Survey of the Needs in the Field of Vocational Home Economics*, Bulletin 37 of the publications of the *Federal Board for Vocational Education*, Washington, D. C., p. 10. Hereafter referred to as *Bulletin No 37*.

(33) *Ibid*, p. 12-13.

(34) Andrews, *Economics of the Household*, p. 76.

(35) *Ibid*.

The wife's ignorance of how to spend her husband's income is as much to blame for the economic problem at the root of almost all divorces as the man's failure to provide. The divorces which are becoming so numerous show that there is need for social adjustment in the home. Education for home-making and creating an environment for the new generation is essential. Home-making is not a question of keeping a law. One must know how to live with a family and how to bring up future citizens and parents.[36]

We think of the mother as the personal leader of the family group because of the fact that it is she who has the time and the opportunity to share in and help cultivate the interests of each of the other members of the household. The mother is also responsible for her own intellectual life, as well as for her own immediate household tasks.[37] Somehow her education must create a lasting interest in the things that are worth while. The love of the best in literature, in good music, and in art, is an acquired taste, and the mother can help to create this appreciation of *the best* in her children.

According to the last census the occupation statistics of girls and women ten years of age and over shows:[38]

Occupation	Number Employed
Agriculture, forestry, animal husbandry	1,084,128
Manufacturing and mechanical industries	1,930,341
Professional service	1,016,498
Domestic and personal service	2,186,924
Other occupations	2,331,620
	8,549,511

While the Census Bureau has no information giving definite figures as to the number of women engaged in the profession of home-making, it has been estimated that the number is nearly fifteen million.[39] This vast horde of women should be better trained for their task.

The population of the United States in 1920 was 105,710,620.[40] It is safe to assume that approximately 100,000,000 people in the United States live in homes whose standards of efficiency depend on the knowledge and skill of the home-maker.

The Importance of Proper Home Conditions

The physical development of all members of the family depends largely on the home conditions. In 1924 (the most recent date for which figures are available) there were 1,930,614 children born in the birth registration area of the United States. Of these 136,730 died during the first year.[41] The two greatest causes of deaths of infants are ignorance and poverty. The ignorance of the mother is three fold: *first*, of proper prenatal care, which is one of the chief causes of infant deaths; *second*, ignorance of correct foods and feeding habits of the child; and *third*, ignorance of the principles of nutrition. This third type accounts largely for the undernourished school child. Statistics show that 15 to 25% of the school children are undernourished on account of inadequate or unsuitable food and faulty habits of eating. An interest-

(36) Mrs. W. N. Barry, *Wives' Ignorance of How to Use Money Blamed for Divorces*, in *St. Louis Globe-Democrat*, Nov. 21, 1925, p. 13.
(37) Andrews, *Economics of the Household*, p. 176.
(38) *Occupation Statistics for the United States, Bureau of Census*, 1926, p. 481.
(39) *U. S. Bulletin*, No. 37, p. 15.
(40) *U. S. Census*, 1920, Vol. II, p. 108.
(41) Furnished by the *Bureau of Census*, Aug. 20, 1926.

ing fact is that the figures show that the proportion of undernourished children in well-to-do families is appallingly large.[42]

The recent World War showed the appalling lack of good health among the young men in America, and if figures were available the same would probably be true of the women. Twenty-nine and one-tenth percent of the men examined were rejected, of these Missouri had her quota. A part at least of these rejections was due to causes which may be traced back to the home.

Mental development depends on physical well being. Likewise moral and spiritual development probably depends as much upon home conditions as upon any other single factor. It is said that 50 to 75% of all juvenile delinquency is traceable directly or indirectly to poor home conditions. Juvenile delinquency pertains less to the children themselves than to the parents and environment. This indicates that the home must be a social and civic center as well as a business enterprise if social conditions are to be improved.

Specialized Training Should be Required of Women

It is true, however, that many young girls of today frankly state that they do not want this practical training. If such a course of study remained elective in college, the young women who need that work most would probably not elect it. One reason for this attitude among the youth of today is that in many homes the children are not called upon to perform household tasks. If the children had the time for such duties, many modern mothers have neither the patience nor the respect for household labor which made the women of former times such splendid teachers of their children.[43] To be called a good housekeeper no longer caries with it the dignity that it did formerly. Then, too, not all women like to be considered "domestic". Many perfer to be thought of as executive, or intellectual, or clever, and do not realize that home-making more than any other vocation should, and rightly performed does, demand executive ability, intellect, and cleverness. "The system which has evolved from this lack of respect for housework has worked in a vicious circle. Women were not trained for home-making; practicing an occupation for which one is not trained is drudgery; the house daughter shall be freed from drudgery; therefore she receives no training but in turn becomes a home-maker practicing a vocation for which she is not trained. To break the circle and put home-making back on the plane from which it has fallen, training is essential. When a mother respects her job, and knows it for what it is—the greatest vocation in the world—she will see that her daughter is trained for it either at home or in the schools."[44]

Present social and economic conditions have created a complex feminine psychology. "In the past, woman was content to remain in the home, and her education was directed to suit her needs there. Now women are trained to make money as an end of their education, when the job of the woman in the home is to know how to spend money wisely. Woman has been taught that she can be as independent as man. All positions are open to her, and she knows that a career means personal freedom and control of her own money and her leisure. Women are now asking themselves whether it is possible to have personal and economic freedom and a home."[45]

Economic Independence and the Home-Maker

The growing preference of women for economic independence has created some perplexing problems. Many women choose to carry on a profession after marriage

(42) *U. S. Bulletin*, No. 37, p. 11.
(43) *Ibid*, p. 17.
(44) *Ibid*, p. 18.
(45) Mrs. W. N. Barry in St. Louis *Globe-Democrat* Nov. 21, 1925, p. 13.

and frankly admit that they dislike domestic duties. Some writers state that in the case of the well-to-do the problem is comparatively easy to settle, since it is possible to secure well-trained servants; but for the family of moderate means the problem is difficult. As household economy is now organized, the woman who desires to continue her economic independence after marriage, must either neglect her home, or must sacrifice her economic independence, and give up her chosen work. The solution which the writer suggests is that all women be trained first for the profession of home-making and in addition specialize in some other line of interest. This is discussed in a later section and the objections to such training are also stated in an attempt to show that this specific training for home-making is not adequate for participation in other lines of activity.

It is suggested that women who have such training are in demand in many other fields of activity. A recent study shows that a total of one hundred and thirty-four vocations are related to home-economics.[46] New lines of activity have been opened to women. Dietitians are sought for hotels and hospitals. Women who are trained in a study of the problems of the home are asked for by banks and commercial enterprises to help in teaching thrift. Children's Bureau, Red Cross, Public Health Service and many others have called persistently for women trained in this field. This very reconstruction has meant the uprooting of all the traditions and customs concerning women.

Women are Turning to Civic Clubs

Women are now turning to civic clubs for the training they should have had in college. One reason for this situation is that the schools and colleges have failed to teach women *what they ought to know*. Women are now getting this knowledge through clubs and organizations. The old-fashioned literary club is *passe*, and alive up-to-date organizations, as the League of Women Voters, etc., are taking a prominent place in the lives of thinking women. These newer clubs have recognized that women are clamoring for knowledge of this broader type of citizenship, and the clubs are attempting to meet the demand by providing constructive programs of work.

Women Today are Materialistic and Physically Minded

It has already been said that women are materialistic and often are primarily interested in higher education because of the desire for creature comforts and for wealth. That many women are physically minded is also quite evident. Extreme dress, the excessive use of cosmetics, the wrong kind of dancing, petting parties, and the pursuit of questionable pleasures all indicate the truth of this statement. Vanity is the moving power and the predominating characteristic of many women today. It is the kind of vanity which makes women think they are attractive to men. They have simply not outgrown the traditions which have been handed down to them that their main purpose in life is to please the men. Our western women have become Oriental in this desire, a fact which can be traced back to Biblical times. Women no longer depend upon a pretty face to be beautiful. As Shakespeare said of Cleopatra,[47] "Age cannot wither her, nor custom stale her infinite variety." Infinite variety was the real quality which made Cleopatra attractive to men and is the ideal sought by many women today. The present type of dress and the excessive use of cosmetics simply furnish the sensible woman an opportunity to do herself an injustice. The answer which women make to this criticism is that they a e only meeting the

(46) *Statistics collected by the Department of Home Economics*, University of Mo.
(47) Shakespeare's *Antony and Cleopatra*, Act, II, scene 11.

demands of the men. There is some truth in this reply, but the fact remains that the women could control the situation if they made an *honest* attempt to do so. This social situation is another indication that women today are governed too much by their emotions, and that whether education works in a social or anti-social direction is accordingly altogether a matter of education.[48]

This *blase* age has no respect for sacred traditions. This is shown by the fact that many of the most popular motion picture films ridicule traditions which were once considered sacred. It is quite true that some of these customs may merit derision, but many liberal-minded persons think that the pendulum has swung too far and that education for women must emphasize those qualities which were once considered the necessary attributes of all *real* ladies. The present lack of curtesy among the younger generation is almost appalling. Today the young girl who is considerate of older persons and who takes the time to be thoughtful of those with whom she comes in contact is indeed a *rara avis*. This lack of real culture is very apparent in the Middle West. The old-fashioned courtesy which is often said to be superficial undoubtedly is attractive and should be fostered by our colleges today. The younger generation needs mental discipline, but it also needs the definite training which formerly was described by the phrase "training in manners and morals." If students are to learn correct manners, they must be taught the technique of polite social intercourse in different social relationships and must have the opportunity to practice good manners.[49] The social experience of the college should be organized as an expression of good manners.

The young college woman may have mastered the abstract college course, but if she has not also received this additional training, which too often is considered superfluous, she is not really an *educated* person. As Mrs. Emily Post has clearly shown in her recent book "Parade", since the youth of today is self-seeking, "The unconsciously altruistic ones stand out like sparkling gems." In contrast to this careless and almost flippant attitude, it is true that today women are interested in more humanitarian projects than they have ever been before, and it is quite possible that women are not at heart as materialistic as they seem. It takes years to root out useless traditions, and this elimination can be accomplished only by education.

Modern Invention Has Provided Leisure and No Constructive Program for Women

In one sense women have been the victims of circumstances in their environment. In the early part of the nineteenth century the economic function of women was most important, and a woman of ability was of great economic value. Marriage was, in part, the taking of a business partner; consequently early marriages were of economic advantage. The wife's duties included spinning, weaving, making all the clothes for both men and women in the family, preparing the food, manufacturing of various articles in the home, and doing countless other tasks which might lead to the greater comfort of the family. Her activities were quite comparable in economic return with the husband's work. The education which was necessary for a girl to have was largely acquired in the home assisting her mother. A possible exception was such elementary book knowledge as the three R's. The immediate effect of the growth of large scale production meant that an increasing number of economic activities was taken from the home and placed in factories. This was particularly true of the work which was formerly woman's share. The result has been that women have had to make a tremendous adjustment to the new material conditions of the factory system.[50]

(48) Ellwood, *The Psychology of Human Society*, p. 332.
(49) Hetherington, *School Program in Physical Education*, p. 100.
(50) Ogburn, *Social Changes with Respect to Culture and Original Nature*, p 241.

The modern industrial inventions were thrust upon woman, and even though women did not seek these innovations they were made to use them. These inventions for lightening work have eliminated the old home-making activities without furnishing any vital activity in their place. Some women have substituted bridge, but it has not furnished the desired outlet for their activities. Others have turned to the church knowing that, in the past church work was an outlet for their surplus energies. However, the modern church often has no constructive program to absorb leisure hours. What is the woman to do?

Society demands that women do something. Both men and women must justify their existence. The woman who has no aim in life and simply *drifts* from one social event to another has well been named a parasite. What is the woman to do? Is she to be forced by lack of education to spend her time in playing bridge, in attending movies, or in performing other time-killing activities? If she rebels at this situation, and accepts an industrial position she will be criticized by society for neglecting her family.

The woman who prepares to enter the economic or professional world on the same basis as men had better enter some other field of activity; she will only add to the number of workers and will not be an asset in the field. On the other hand, the woman who brings to her task those qualities which in the past have been termed feminine—the qualities of womanliness—will really be contributing a new factor to the solution of the world's problems.[51]

Our Educational System Has Failed to Meet the Needs of Today

There is no question but that in the economic world women have come into their own. The responsibility of maintaining this state depends directly upon the type of graduates which the colleges and universities send out. If this condition of economic opportunities for women is to continue, women must be able to meet the standards of efficiency of the business world. The mere fact that a young woman is a graduate of a standard college will not be sufficient unless she is able to do her task as well as or even better than other competitors.[52] However, the vast majority of women have not had the advantages of a college education. Many of them are not engaged in industrial activities and must solve the problem of how best to employ their leisure hours. One reason for this present situation is that the high school program has not met the needs of the time. The false content of the high school and college curriculum seems to be partly responsible for the modern false ideals in women's behaviour. The high school course of study has been dominated by the requirements for admission to the colleges and universities and has not had for its main concern the preparation of youth for the future duties of citizenship. Since a relatively small percentage of high school students enter college, a more flexible course of study should be provided in the public schools. Social education should be begun in the public schools, and with this ideal as a goal, the course of study should be expanded to include more courses in the social sciences.

In the following chapter the writer suggests a high school course for women which includes these studies and also includes at least an introduction to the problems of home-making. Throughout this survey the need of socialized education in our colleges is emphasized, and the failure of the college to require specialized training for women, is shown. Too many women have not developed a taste for good literature or an interest in the events of the day, and therefore their knowledge of the

(51) Jameson and Lockwood, *The Freshman Girl.* p. 30.
(52) *Ibid*, p. 28.

best books and world events is practically *nil.* The reading material of far too many women is confined to the sensational items in the daily press, to books with a strong sex appeal, or to stories which are decidedly suggestive. This indicates that women are too much governed by their emotions and may explain why some books are listed as "best sellers." The youth of today, both young men and young women, have been spoiled by a lack of proper mental training. Formerly, in the evening, ladies and gentlemen used to discuss literature, art, and topics of the day. If they could not take part in such a dicussion, they simply did not belong to cultured society. These days, however, the hours after dinner are dissipated in gossip, at the movies, a cards, or in night clubs.[53] The younger generation is not entirely to blame; our educational system has been sadly at fault.

The schools and colleges should meet this problem of leisure and lack of education in the broadest sense. However, their curricula have not kept abreast with the industrial inventions which have lightened women's labor and provided more leisure. Many women *really want* to be good home-makers but they do not know how. Our colleges should provide for these women suitable courses, which should be open to all who care to enter. Our American educational policy has laid its emphasis upon the *education of the young.* This is a Mid-Victorian idea and courses should be arranged for these older women regardless of whether or not they may have fifteen units of credits which are acceptable for admission to college courses. This might be arranged by offering afternoon or evening classes, and this would not jeopardize "the sacred idea of maintaining standards." Miss Emily Griffith seems to have recognized this need in the establishment of her Opportunity School in Denver. In one sense every college should be an opportunity school for women. Undoubtedly such schools will increase in this country as the need becomes recognized. It is true that older women do enter the University as special students, but they are not willing to enter the regular junior college classes, in large numbers, because of the fact that junior college students are so much younger. The Missouri junior colleges can render a great service to the education of Missouri women if they will be willing to make provision for some special courses for the older women.

(53) Post, "*Have We too Much Luxury?*" Article in Magazine section, St. Louis Globe-Democrat, November, 1, 1925, p. 5.

CHAPTER XVI

THE POSSIBILITY OF REFORM THROUGH THE SOCIALIZATION OF EDUCATION

The author has attempted to show that the underlying cause of the shortcomings of women's education in Missouri is that educators have failed to develop a distinctive curriculum for women. Since our colleges and universities are not meeting the needs of women, the question naturally arises as to just what courses should be provided by the colleges which will train women for this broader type of citizenship.[1] "The curriculum is vital to our educational system and should be liberalized and liberated," and this means that the basis of this proposed curriculum must be the social sciences.[2] Thorough grounding should be given in the social sciences, (which include sociology, economics, ethics, American government, and history) and in foods, clothing, running a home on a budget, the care of children, interior decoration, house planning, marketing, general hygiene, physiology, the appreciation of music and art, and elementary accounting. The major amount of time should be given to the study of the social sciences. Some of this home-making training might well be given in the high school course, but the child welfare should be taken in college, as high school students are too immature.[3] This proposed curriculum should be flexible in order to provide for particular groups of women, the special courses of most value to them. It is true that the usual course of home economics includes the practical courses listed above. It must be remembered, however, that the only women who receive this training are those who are specializing in home economics. Such courses should be provided for *all women* if the needs of the time are to be met. One writer considers that home economics courses are inadequate to give this training. She says, "We are not trying to make nutrition or textile specialists out of women, but home-makers. Home making should co-ordinate with science, literature and art, so that the home maker can escape from the routine of life and train the children to enjoy life on a level."[4]

Possible Criticism of the Plan

The proposed course of study for women would provide this broader training. The writer, however, recognizes that such a course of study would at once arouse a storm of criticism. Some of the obvious objections are the following:

1. All women do not marry; consequently all women should not be forced to take such training during their college years. Such an objection has already been answered in previous sections. Nevertheless, there is another aspect of this same problem which must be considered. While a high proportion (three-fourths) of women ultimately marry, it is also true that many of them, though married, desire to continue their economic independence and believe that their college course should therefore be devoted to professional training which will enable them to be more efficient in the business and professional world. This problem is becoming more acute and is one with which the women of the country will have to grapple.

(1) See Smith, *Shall the College Curriculum be Modified for Women?* in *Journal of Collegiate Alumnae Association*, Dec. 1898, pp. 1-16.

(2) The numerous writings of Professor C. A. Ellwood, all emphasize the importance of the study of the social sciences.

(3) *Op. Cit.* p. 9.

(4) Mrs. W. N. Barry, in *St. Louis Globe-Democrat*, Nov. 21, 1925, p. 13.

2. The course as outlined contains a smattering of courses and the students would be better off if they concentrated their efforts on the mastery of one profession. While this criticism seems valid, the fact remains that a student can complete the required courses as listed above and still have time to complete a major of thirty hours and a minor of twelve hours in other fields of study. This would permit specialization and at the same time, if the proper sequence of courses is arranged, the student could fulfill the requirements of the State Department of Education for a five-year State certificate to teach.

One difficulty today is that students want to complete in a four-year college course work which will make them experts in a half dozen lines of activity.[5] Students must either take a general course in college or else specialize in one department, unless they are willing to remain in college more than four years.

3. The criticism which the majority of girls of collegiate age would probably make is that they have no desire to pursue such a course of study. This is in itself proof of the fact that our educational system today is inadequate. Otherwise these young women would have some realization of life and would eagerly be seeking the training which would best fit them for intelligent and efficient citizenship.

4. Strenuous objections would be made by "educators" who are satisfied with the present curricula and the products which our colleges are each year turning out into society. As Chapin has aptly said, "One of the greatest pains to human nature is the pain of a new idea. It is, as common people say, 'so upsettin' it makes you think that, after all, your favorite notions may be wrong.[6] This reluctance to experiment in education is only too apparent in Missouri. "Enthusiasm for change is comparatively rare. Vast populations detest that which in the language of the West would be called reform. There is a sense of security in having things settled."[7] Perhaps the greatest service which the denominational college for women can render to the State of Missouri is the development of a distinctiv ecourse of study for women which will be more effective and valuable than the one now in use. Domestic education that is truly social will include deliberate training in thoughtfulness, consideration, co-operation, and the ability to put oneself in the other's place.[8] These qualities are needed today.

5. College administrators will probably say that the inclusion of such a course of study for all women is impossible, owing to the present crowded condition of the curriculum. Again, to quote Chapin "much of the aversion to new courses, which are often designated as fads and frills, is not only direct hostility to anything new in the curriculum, but is also dissatisfaction with the result of an expanding policy. The curriculum is said to be overcrowded, but the overcrowding is due to *first*, an accumulation of material consisting of a mass of scientific facts which present the appearance of little co-ordination and much isolation. Some non-essential courses might well be eliminated to make a place for these courses which are so needed."

6. While many men would undoubtedly say that the proposed course of study for women is mainly "busy work," etc., the fact remains that at present the college curriculum contains much dead material for which we have little use and which would very be well eliminated, thus giving place for a speciali ed program for women. "Remembering how vast is the inertia of ignorance, how brief is the time within

(5) The fact that there is no place in the *college* curriculum for technical training is well shown in the article by Smith, *Op. Cit.*, p. 14.

(6) Chapin, *Mores in Education*, p. 29.

(7) *Ibid*, p. 30.

(8) Todd, *Theories of Social Progress*, p. 532.

which we may hope to impress enduring lessons upon the minds of our fellow men, we cannot afford to misdirect our efforts, or to squander any energy that may be available for the discipiline and enlightenment of the people."[9]

7. A final criticism is that such a course of study would not be cultural. Advocates of the old classical type of education would naturally object to the inclusion of practical work of any kind. Strange as it may seem, some of the most violent objections which have been made to vocational work for women have been made by women educators. Ex-President Thomas of Bryn Mawr College made one of the most stirring pleas for the ideal cultural education when she said:

"A woman's college is a place where we take those wonderful tender, and innocent freshmen with their inherited prejudices and ancestral emotions and mould them by four years of strenuous intellectual discipline into glorious, thinking, reasoning women fit to govern themselves and others.

"But the curriculum of our women's college is threatened by a terrible foe at the gates—a wolf in sheep's clothing that can only be kept at bay by the most gallant kind of warfare ..... the so-called new-fashioned, or modern, subjects are to be substituted for the old tried principles. *Japanese geisha schools are springing up on all sides. Practical vocational courses are to be given.* Latin and Greek are to go. Algebra and geometry are also to be dropped—only as much commercial arithmetic as we use in daily life (which is practically none) is to be taught. History (except the very most modern kind) and all literature (except twentieth century literature) are to be scrapped.

"Now is the time for us to fight for our lives, and our educational convictions and save if we can *at least the girls of the East* by firmly refusing to give up our present college curriculum. It is our highest duty as educated women to .... pass on unimpaired to the girls of the next generation this precious intellectual heritage which has been so hardly won."[10]

This objection to vocational work has well been answered by Professor Cooley,[11] when he calls attention to the fact that household training can be given to girls in such a way that they get more culture out of it than nine-tenths of them now do out of the study of history, languages, and music. As he clearly shows, it only requires teachers who can impart a spirit of craftsmanship and a sense of human significance.

This suggestion that one of the main difficulties with our educational system lies in the fact that the teachers fail to understand the true meaning of social education, deserves more than passing notice. How to get a larger number of the highest type of persons to enter the educational profession is one of the real problems of today. While no solution of this difficulty can be dogmatically stated because of the complexity of conditions, it can at least be pointed out where some of our present teachers fail. Miss Goodsell has summarized this in her book on *The Education of Women*,[12] and shows that the tendency of teachers is to appeal exclusively to the intellect of their students and to regard their task primarily as the enlargement of the student's store of information and the development of the student's power to think and judge in some one of the theoretical fields of knowlege. "One result of the engrossment in the purely theoretical and factual phases of their subject causes these well-meaning intellectuals blandly to ignore the fact that their students are living in a world that demands social enlightenment and habits of social cooperation, even

(9) Giddings, *Democracy and Empire*, p. 234.

(10) *The Curriculum of the Woman's College*, in the Journal of the Association of Collegiate Alumnae, May 1917, 590. (Italics mine.)

(11) Cooley, *Social Process*, p. 71.

(12) Goodsell, *The Education of Women*. p. 218.

more insistently than it demands knowledge of higher mathematics and modern languages. The melancholy harvest of this 'academic' sowing is everywhere apparent. Thousands of young women are graduated each year from school and college with at best only a feeble interest in community and national affairs—an interest which contrasts glaringly with an almost feverish concern for the allurements of the ball-room, the motor car, and the 'movies.' The result is the more deplorable when one considers the urgent need of society for wise leadership in this time of far-reaching changes in social and economic conditions." Education must inspire, and the inspiration must come through contact with persons with ideals. Too often, "teachers fail in matters of personality, training, discipline, and genuine interest; perhaps most of all through their profound ignorance of the world in which they live." There is still some truth in Shaw's maxim, "He who can does; he who cannot teaches." This situation can be altered if persons of the highest type and those who have the proper personality can be persuaded to enter the teaching profession.

The Present Need in Education

Educators in general have recognized that our present system of education fails to secure the desired results. They believe that the curriculum should be revised, but they do not know where or how to begin. Education is being made over, and if H. G. Wells is right in saying that the future depends on the race between education and catastrophe, this hit and miss procedure may spell ruin.[13]

Education should prepare young women for life, but since life is constantly changing, we cannot train youth for future duties, as we do not know what the duties will be. The best that the college can do is to provide an education which will enable the young woman to educate herself when the time comes[14].

One of the most pressing needs of today is for the colleges for women to have on their faculties some person who is capable of giving vocational information. Vocational guidance must be provided if the enormous loss of effort is to be eliminated. Under existing conditions there is no attempt made by the college to uncover the vocational aptitude of the students. Schedules are arranged by the so-called "advisers," and apparently students are put in any classes which do not conflict in hours. As Professor Elizabeth Kemper Adams has pointed out, "College students with the best intentions (are) pitifully ignorant and short-sighted and confiding in the planning of their college work."[15] They accept without question the schedule which is arranged for them and ultimately find out that, though they have completed the required number of hours for the collegiate degree, they are not fitted to do the thing they really want to do. "A college degree should stand not only for fitness, but also for fitness for something." A college senior last year was talking about her ambition to do social work and wondering if she would have difficulty securing a position. Inquiry was made as to what courses she had taken to prepare her for the work, and it was found that she had completed forty hours of work in geology and mathematics and had credits totalling 105 hours, but had not had a single course in sociology, government, or the other social sciences. The student said she had taken the schedule which her adviser had suggested and did not know that she should have elected courses which would have given her a background for her practical social work. This student was no more ignorant than thousands of other college students, and her case is typical of others which illustrate the need of some form of vocational guidance in college. Such advising is justified on two grounds, "*First*, on the practical ground.

(13) Bode, B. H. *Need of a New Program in Education*, in *The American Review*, September, 1925, p. 531.
(14) *Ibid*, p. 534.
(15) Quoted in Goodsell, *The Education of Woman*, p. 163.

It means simply doing expertly with full information at our disposal what we are now doing haltingly with half-knowledge. *Second*, on the educational ground, it means substituting some rational principle of selection of courses for the haphazard and trivial motives for selection now influencing a large number of college students."[16] The present college curriculum without the addition of a single new course furnishes subject-matter offering a direct approach to later professional work.[17] Some colleges now bring during the year a specialist in vocational guidance for a lecture and perhaps a limited number of individual conferences. This step is perhaps better than entirely ignoring the need, but vocational talks should be given before the student enrolls, if blunders are to be avoided. There should be continuity between the adviser and the advisee, as well as a complete separation of vocational counsel, if the best results are to be obtained. The student should be able to go to the adviser whenever questions arise regarding vocations. The difficulty cannot be met by simply assigning students to members of the faculty for guidance. The adviser is something more than an assistant in schedule making and related registration activities. Such a person must be one who is willing to inform herself completely on all matters pertaining to the complicated problems of education and vocational advisement which she meets. (Instructors who are assisting in this work should have light teaching hours so that they may have the time to inform themselves thoroughly as questions arise.)[18]

As Dean Briggs of Harvard has said, "College life should give woman a larger way of looking at things—the power of seeing the difference between the petty thing that to the untrained and selfish mind seems big, and a little thing that if lighted and glorified into a big one because it is the small outward sign of a great inward truth. It is a shock, when we look up to women, and find them squandering their strength on trivial things—things compared with which millinery becomes almost august."[19]

The college curriculum must be well balanced, for the college girl must bring back into the world a knowledge which will enable her to take her place and meet the demands of today; and she must have within her something which makes her able, skillful, alert—in other words, keeps her master of herself and of the situation. But she cannot have it without some vision of an ideal, and an appreciation of the noble and fine."[20] It is a pity that so many college women fail to see the vision and secure the appreciation which brings joy into the life of the individual and happiness to others. Somehow the college must bring this to pass. This idealistic phase of college training can be attained only if we can induce some persons who have ideals (and are not afraid to admit them) to enter the teaching profession. *It takes leaders to train leaders*, and the college must be able to attract the highest type of men and women. It is through this contact of the student with real *teachers* that the love of the best things in life may be encouraged, and that the student may find the ideal which will serve not only to guide her through troublous times, but to live by, from day to day.

Serious minded men and women in Missouri, as in other sections of the country, should squarely face the existing conditions. The *laissez-faire* attitude of present day educators must give way to a critical, scientific study of the problems, so that the curricula may be revised on a more adequate basis. It is true that "only by raising the intelligence and character of individual members in society, can a higher type of life permanently result."[21]

(16) *Ibid.*
(17) *Ibid*, p. 164.
(18) Kelly, *The American Arts College*, p. 77.
(19) Jameson and Lockwood, *The Freshman Girl*, p. 65.
(20) *Ibid*, p. 154.
(21) Ellwood, *Sociology and Modern School Problems*, p. 371.

We cannot look to the schools of today to take the initiative, for, as Professor Todd has shown, the school has never of it own motion added a single subject to its curriculum. Social pressure has always forced the school to adjust. Hence the inevitable paradox: education is constantly behind the march of industrial progress and yet necessarily in the fore of further advance. Education is both static and dynamic, in one age conservative, in another radical and progressive.[22]

The efficiency of the individuals that make up the group will determine civilization. A nation will be weak unless its citizens are individually strong. Kipling's Law of the Jungle is a universal social truth:[23]

"Now this is the law of the Jungle—
. . . . the Law runneth forward and back—
For the strength of the Pack is the Wolf, and
The strength of the Wolf is the Pack."

The New Interest in Parenthood

One hopeful sign today is the increased interest which parents are taking, and the fact that the rearing of the child is rapidly becoming a science. A new interest is developing in the business of being a parent. This interest is sweeping across the country and leaving behind it child study groups of earnest parents of both sexes. Nursery schools, child research stations, and college courses in the care of children have developed. For the first time in history, a national conference on parenthood was held recently under the auspices of the Child Study Association of America, and to it from every state in the Union came 1,500 people who were mostly parents.[24] This new interest in parenthood has been brought about by two forces; first, the emancipation of women, and second, the modern spirit of scientific inquiry. The industrial revolution provided leisure for women as well as bringing about a new relationship between men and women. "Out of it comes the promise of a new sort of father as well as a changed mother—a father who will mean much more to the child than the traditional Circuit Judge of final appeal who appears on the domestic scenes on occasions to dispense punishment and reward." There is an honesty and frankness in the attitude of women toward men that is entirely new. They are demanding that men share the family responsibility, and men on their side show a greater inclination to consider family responsibility as a part of their duty.

The main reliance of society must be upon education and the training must definitely be along the lines of social education. "If the curricula can be freighted with such materials that youth will be constrained to think in community terms, and if educational methods can be focused more clearly upon evoking minds capable of discriminating social values, then there is every reason to expect that instead of mere random, vague, worthless prejudices or accepted dogmas which masquerade now as public opinion, we may have a steady dependable stream of clarified thinking. Even if this stream of opinion fall short of absolute truth, and even if it will not float a dreadnought, at least it may be counted upon to carry the canoe of the pioneer as he paddles off toward the larger waters of the unknown future."[25]

While this study is confined to a discussion of the problems of the higher education of women in institutions, this is only one element in the general problem of social education. Professor Charles A. Ellwood has aptly summarized the situation when

(22) Todd, *Theories of Social Progress*, p. 514.

(23) Peters, *The Foundation of Educational Sociology*, p. 29.

(24) Evans Lark, *Rearing of Children Which is Rapidly Becoming a Science*, in the *St. Louis Globe-Democrat*, Part 3, p. 1 Nov. 8, 1925.

(25) Todd *Theories of Social Progress*, p. 378.

he says, "The education of the individual is given by more institutions than the school. The home and the church are also educational institutions of the utmost importance. But the formal education of the school is becoming more and more of central importance in the education of the young. Hence, it is to the education of the school that we must look largely for the solution of the problem of social order. Obviously, the education which will bring about a high degree of social order must be something far different from the commercialized education which will cooperate with, and have the cooperation of all the other agencies of order in our society."[26]

Women who are trained in the higher and broader sense will be able to bring into our civilization a new point of view. The old-fashioned virtues of sympathy, kindliness, interest in the health and happiness of her fellow men, high moral standards,—all of these will make her really valuable, and still enable her to do her share in solving life's problems.[27] The women of today must be trained to assume the responsibilities of tomorrow. Why educate women unless we can fit them for the highest type of citizenship? Thoughtful students of education can well question what our modern education policy for women hopes to attain, and whether our colleges are really meeting the needs of today. Are our young women who are graduating from colleges really being prepared for their normal function in life? Having raised the question, the writer suggests a possible course of study for college women.

(26) Ellwood, *The Psychology of Human Society*, p. 411.
(27) Jameson and Lockwood, *The Freshman Girl*, p. 65.

CHAPTER XVII

A SUGGESTED CURRICULUM

While the final curriculum for women has not been determined to the satisfaction of all students of the education of women, the following courses seem to the writer to meet the present conditions. The future may show that radical changes must be made in the suggested outline, but the best course cannot be determined until others have been tried so that the weaknesses can be clearly shown. The course outlined below is suggestive of the purpose, and the teachers will have to work out the content to meet local needs.

The High School Course of Study

Since the college subjects as outlined are listed on the assumption that certain courses are completed in high school, the following statement is made of a suggested course of study for girls who enter high school with the expectation of attending college later.

First Year		*Second Year*	
English	1 unit	English	1 unit
Home Economics	1 unit	Algebra	1 unit
Botany or Zoology	1 unit	*Foreign Language	1 unit
Community Civics	1 unit	Non-American History	1 unit
Third Year		*Fourth Year*	
English	1 unit	English	1 unit
American History	1 unit	Elementary Accounting	½ unit
*Foreign Language	1 unit	*Foreign Language	1 unit
Plane Geometry	1 unit	Current Problems	1 unit
		Algebra	½ unit

*The same foreign language.

In following this course it is not intended that the subjects listed will be the only ones provided for girls. It is suggested that women students who expect to enter college will elect these studies. The writer believes that every high school student regardless of sex, should have this thorough training in the social sciences. The criticism may be made that four units of credit in the social sciences is too large a proportion of the total number of units required for graduation from high school. This objection has been answered by the reply that "the social studies are the core of the curriculum and the core should run through from one end of the course to the other."[1]

In the courses in domestic science and art the contents should include a survey of the home and the simple problems of living,[2] etc., while the elementary accounting should include the keeping of accounts, simple information regarding banking, insurance, and other topics of particular benefit to women. It is assumed by the writer that the high schools of the State make some provision for work in physical education, which is not necessary to be included in the list of particular units.

Junior College Course

With the above foundation of courses as a basis for college work an outline of a proposed college course is suggested. The junior college course is separated from the

(1) *The History Inquiry*, in *Historical Outlook*, June 1924, p. 240.

(2) Smith, *Shall the College Curriculum be Modified for Women?* in the *Journal of Collegiate Alumnae Association*, Dec. 1898, p. 9.

senior college course as the problems are very different. Since a large number of students do not complete more than two years of college work, an attempt is made to include in these first two years as many courses as possible in social science. The reader may question the advisability of the inclusion of Bible study. However, it must be remembered that this is a suggested course for a denominational junior college for women and the College Boards of Control would probably insist upon a course of Bible study.

Freshman Year	*1st Semester*	*2nd Semester*
Subjects		
English Rhetoric and Composition	3 hours	3 hours
Chemistry	5 hours	
Foreign Language	3 hours	3 hours
Bible Study	2 hours	2 hours
*Citizenship	2 hours	2 hours
Physical Education	1 hour	1 hour
General Home Making		5 hours
	16 hours	16 hours

*Including some of the phases of American Government.

Sophomore Year		
Psychology	5 hours	
History	5 hours	
Sociology	5 hours	
Biology or Zoology*		5 hours
Economics		5 hours
Home Health and Nursing		3 hours
Physical Education	1 hour	1 hour
Elective	1 hour	1 hour
	17 hours	17 hours

*Botany should not be substituted as the student should study the evolution of the human body and its functions.

This course does not permit any large number of elective hours, but since the senior college is the logical place for specialization, this lack of greater freedom in the selection of courses is not necessarily a defect in the course of study.[3]

As Professor Newman has well stated, since no matter what a person is doing, he is a citizen and must participate in group action, those subjects which most adequately prepare him for citizenship should hold the central place in the curriculum.[4] This applies to women as well as to men and the dangers of the present *laissez-faire* policy must be recognized by all serious students of education. Social intelligence on the part of *every* voter is needed. "Fifty years ago common sense sufficed as a requisite for an American voter, but today, if a voter were no better informed than he was then, the chances are that we would slip into veiled oligarchy."[5] Women today must study the social sciences if they are to avoid judging political and social conditions by false standards of conservatism and old traditions.

(3) Professor Ellwood agrees with the author that the junior college course must include all of these courses in social sciences.

(4) Newman, *Moral Values in Secondary Education*, U. S. Bulletin of Education, No. 51. 1917.

(5) Ross, *Principles of Sociology*, p. 597.

The importance of such a course of study is evident for women, if the requirements in the first two years of work in the University are considered.

The curriculum of the University of Missouri does not meet these requirements for women. It is designed essentially for men, and these necessary courses are not required of all women.

Since many students do not complete more than two years of college work, it seems best to provide in these two years for the numerous courses in the social sciences, as they are considered by many as being essential in the education of women.[6]

Senior College Course

The outline of work for the last two years provides for a large number of elective hours, as the senior college is the logical place for specialization and securing vocational training.

Junior Year	*1st Semester*	*2nd Semester*
Family Relationships	3 hours	
Applied Arts	2 hours	
Physiology	5 hours	
American Government		5 hours
Appreciation of Music		2 hours
Electives	7 hours	10 hours
	17 hours	17 hours
Senior Year		
Home Management	3 hours	
Home Care and Training of Children		2 hours
Electives	14 hours	15 hours
	17 hours	17 hours

It is urged that students elect more courses in English than are listed as required in the outline for the four-year curriculum. The writer also suggests that more time be given to work in music and art. A student who carries the above maximum of hours will complete at the end of the four years a total of 134 hours of work. Since the usual number of hours required for graduation is 124, the number of electives may be reduced, if desired. Since 50 elective hours are provided, the student will be able to meet the requirements for a major (24 hours), a minor (18 hours) and 8 additional hours which may be chosen from courses related to her major and minor studies. Should the student decide to teach, she will be able to meet the requirements for a three-year State Certificate to Teach if she elects some courses which will count for both credit in Arts and Sciences, and in the School of Education.[7]

While it is evident that the individual teachers will have to work out the content of the particular courses, the following suggestions are made as to subject matter which must be included in some of these courses.

General Home Making: the principles of food and elements of construction of clothing, including repair and renovation, simple budgeting and accounting. The use of time in the home, and an appreciation of the home as an organization.

Home Health and Nursing: to include hygiene, home nursing, home sanitation, and proper instruction in sex education.

(6) Schaper, *The Place of the Social Sciences in the Curriculum of the Junior Colleges for Women in Missouri*, p. 27.

(7) See *Rules and Regulations of the State Department of Education*, Sept. 1925, p 7. Such courses are psychology, history of education, etc.

Family Relationships: showing the relation of sociological principles to the family, but not a duplication of the work given in the course in elementary sociology. The problems of the woman wage earner should be discussed and the responsibility of the members of the family and their relationships. The problem of home work, recreation and the education of the family. In the entire course to emphasize the responsibility of women as the home makers and as citizens.

Applied Art: including the study of the principles of design as applied to the home, personal appearance etc.

Home management: a study of budgeting and division of labor in the home for the best use of time. The use and care of appliances, selection of equipment, management of the general housekeeping, supervision of the laundry work, the servants and other employees and members of the family.

Home Care and Training of Children: Theory and practice in feeding, training and clothing children, and supervision of their recreation.

This suggested course is left as flexible as possible by arranging for a large number of elective hours and is intended for women who desire a well-rounded course of study in college. For those who expect to enter a particular profession some adjustment would necessarily have to be made. In any event the writer believes that every young woman should complete the courses listed in the social sciences and in home making. This suggested study presupposes that our college administrators will be willing so to arrange schedules that it will be possible for the student to follow the proper sequence of courses. Since faculty committees do not hesitate to make certain courses required of every freshman, there seems to be no valid reason why particular courses cannot be required of all women students.

This proposed curriculum for women shows that the training may be grouped under the following objectives: health, vocational information, ethical training, the proper use of leisure, an appreciation of the beautiful, and preparation for home membership with a desire to serve. These objectives should have a dominant place in the college life of women.

An analysis of this proposed curriculum seems to include nothing new in the way of courses. The real contribution must come in the content and method used. The reader may believe that the author assumes that much that is wrong with our social education today can be remedied merely by requiring distinctive courses of all college women. Since this study is concerned only with a discussion of the education of women, there has been no attempt made to show that the general principles of homemaking should be known by men as well as by women. While it is necessary that women in the home acquire certain training, the knowledge and habits should be common to both men and women. If the purpose of education is to train the youth of today to lead happy and purposeful lives, and if, too, the basis of a curriculum is the social sciences, these courses should give to all the attitudes needed to achieve this aim or purpose.

There seems to be a growing belief among educators that all young women should complete the junior college course in some college for women before entering the University. This means that the enrollment in junior colleges will continue to increase, and these colleges for women will become larger and better equipped institutions. It is evident that colleges for women which aspire to offer a standard four year course will have to be institutions which have large financial support in order to provide work which is on a par with that offered in the University. Some educators believe that there is a place in the Middle West for a real college for women which will provide thorough undergraduate training for young women who desire to graduate from a college for women and to enter the university for graduate study. The

writer believes there is a place for such a college for women, provided the administration is willing to provide *adequate* finances which will make it possible to offer real senior college work.

The problems of the denominational colleges for women have not been finally solved, but these institutions are rendering a distinct service to the higher education of women in Missouri.

It is believed that any unprejudiced student of conditions will agree that the State has made rapid strides since 1914. The writer looks forward to the time when there will be a wide spread and vital interest on the part of the public in all phases of this educational problem. A united public opinion and mutual interest cannot fail to accomplish much for the higher education of women in Missouri. Since social efficiency depends upon individual efficiency, these colleges for women can render a lasting service not only to Missouri, but to the nation.

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